

Department of Education
INNOVATION AND IMPROVEMENT
Fiscal Year 2022 Budget Request

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INNOVATION AND IMPROVEMENT

For carrying out activities authorized by subparts 1, 3 and 4 of part B of title II, and parts C, D, and E and subparts 1 and 4 of part F of title IV of the ESEA, [\$1,114,250,000] \$1,184,250,000: *Provided*, That [\$285,250,000] \$315,250,000 shall be for subparts 1, 3 and 4 of part B of title II and shall be made available without regard to sections 2201, 2231(b) and 2241:¹ *Provided further*, That [\$635,000,000] \$675,000,000 shall be for parts C, D, and E and subpart 4 of part F of title IV, and shall be made available without regard to sections 4311, 4409(a), and 4601 of the ESEA:² *Provided further*, That section 4303(d)(3)(A)(i) shall not apply to the funds available for part C of title IV:³ *Provided further*, That of the funds available for part C of title IV, the Secretary shall use not less than \$60,000,000 to carry out section 4304, of which not more than \$10,000,000 shall be available to carry out section 4304(k), not more than \$140,000,000, to remain available through March 31, [2022] 2023, to carry out section 4305(b), and not [more] less than \$15,000,000 to carry out the activities in section 4305(a)(3):⁴ *Provided further*, That notwithstanding section 4601(b), \$194,000,000 shall be available through December 31, [2021] 2022 for subpart 1 of part F of title IV.⁵ (*Department of Education Appropriations Act, 2021.*)

NOTE

Each language provision that is followed by a footnote reference is explained in the Analysis of Language Provisions and Changes document, which follows the appropriation language.

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Analysis of Language Provisions and Changes

Language Provision	Explanation
¹ <i>Provided</i> , That [\$285,250,000] <u>\$315,250,000</u> shall be for subparts 1, 3 and 4 of part B of title II and shall be made available without regard to sections 2201, 2231(b) and 2241:	This language provides funding for Teacher and School Leader Incentive Grants, American History and Civics Education, Supporting Effective Educator Development, and School Leader Recruitment and Support without regard to the sections of the ESEA that specify the distribution of funds appropriated under title II of the ESEA.
² <i>Provided further</i> , That [\$635,000,000] <u>\$675,000,000</u> shall be for parts C, D, and E and subpart 4 of part F of title IV, and shall be made available without regard to sections 4311, 4409(a), and 4601 of the ESEA:	This language provides funds for Charter Schools Grants, Magnet Schools Assistance, Ready to Learn Programming, Arts in Education, Javits Gifted and Talented Education, and Statewide Family Engagement Centers without regard to the sections of the ESEA that specify the distribution of funds appropriated under title IV of the ESEA.
³ <i>Provided further</i> , That section 4303(d)(3)(A)(i) shall not apply to the funds available for part C of title IV:	This language overrides the statutory provision under the Charter Schools Grants program that requires the Department to award at least 3 grants to State entities and to frontload funding for year 2 of those awards.
⁴ <i>Provided further</i> , That of the funds available for part C of title IV, the Secretary shall use <u>not less than</u> \$60,000,000 to carry out section 4304, of which not more than \$10,000,000 shall be available to carry out section 4304(k), <u>not more than</u> \$140,000,000, to remain available through March 31, [2022] <u>2023</u> , to carry out section 4305(b), and not [more] <u>less</u> than \$15,000,000 to carry out the activities in section 4305(a)(3):	This language establishes, within the Charter Schools Grants appropriation, a minimum funding amount for facilities grants and for national activities and a maximum funding amount for State Facilities Incentive grants and for Charter Management Organization grants. This language also extends the period of availability 6 months beyond the end of the appropriation year for the funds provided for Charter Management Organization grants.

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Analysis of Language Provisions and Changes—continued

Language Provision	Explanation
⁵ <i>Provided further</i> , That notwithstanding section 4601(b), \$194,000,000 shall be available through December 31, [2021] <u>2022</u> for subpart 1 of part F of title IV.	This language provides a specific funding amount for Education Innovation and Research overriding the authorized level. It also extends the period of Federal availability 3 months beyond the year of appropriation.

INNOVATION AND IMPROVEMENT

Appropriation, Adjustments, and Transfers (dollars in thousands)

Appropriation/Adjustments/Transfers	2020	2021	2022
Discretionary:			
Appropriation	\$1,103,815	\$1,114,250	\$1,284,250
Mandatory:			
Appropriation	0	0	1,800,000
Total, discretionary and mandatory appropriation	1,103,815	1,114,250	3,084,250

INNOVATION AND IMPROVEMENT

Summary of Changes (dollars in thousands)

2021 Discretionary	\$1,114,250
2021 Mandatory	0
2022 Discretionary	1,284,250
2022 Mandatory	<u>1,800,000</u>
	1,970,000
Net change.....	

Discretionary:

Increases:	<u>2021 base</u>	<u>Change from base</u>
<u>Program:</u>		
Increase funding for Magnet Schools Assistance to support local educational agencies in the desegregation of schools by establishing and operating magnet schools that offer special curricula or instructional programs that appeal to parents and students from diverse backgrounds.	\$109,000	\$40,000
Provide funding for School Leader Recruitment and Support to improve the recruitment, preparation, placement, support, and retention of effective principals or other school leaders in high-need schools.	0	30,000
Provide funding for the proposed Fostering Diverse Schools program to support the development and implementation of comprehensive plans by local educational agencies to increase school racial and socioeconomic diversity in preschool through grade 12.	0	<u>100,000</u>
Subtotal, discretionary increases		170,000

Mandatory:

Increases:	<u>2021 base</u>	<u>Change from base</u>
<u>Program:</u>		
Provide funding for a new Expanding Opportunities for Teacher Leadership Development competitive grant program that would allow master teachers to take on mentoring and other job-embedded leadership roles, with	0	200,000

INNOVATION AND IMPROVEMENT

Summary of Changes—continued

additional compensation, while remaining in the classroom.		
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Provide funding for a new Supporting In-Demand Credentials for Teachers State grant program, which would help over 100,000 educators earn additional certifications in high-demand areas like special education, bilingual education, career and technical education, and STEM.	0	<u>1,600,000</u>
Subtotal, mandatory increases		1,800,000
Net change		1,970,000

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Authorizing Legislation

(dollars in thousands)

Activity	2021 Authorized	2021 Appropriation	2022 Authorized	2022 Request
<u>Discretionary Programs:</u>				
Education innovation and research (<i>ESEA IV-F-1</i>)	(1)	\$194,000	(2)	\$194,000
Teacher and school leader incentive grants (<i>ESEA II-B-1</i>)	(3)	200,000	(2)	200,000
American history and civics education (<i>ESEA II-B-3</i>)	(3)	5,250	(2)	5,250
Supporting effective educator development (SEED) (<i>ESEA II-B-4, section 2242</i>)	(3)	80,000	(2)	80,000
Charter schools grants (<i>ESEA IV-C</i>)	300,000	440,000	(2)	440,000
Magnet schools assistance (<i>ESEA IV-D</i>)	108,530	109,000	(2)	149,000
Ready to learn programming (<i>ESEA IV-F-4, section 4643</i>)	(1)	29,500	(2)	29,500
Arts in education (<i>ESEA IV-F-4, section 4642</i>)	(1)	30,500	(2)	30,500
Javits gifted and talented education (<i>ESEA IV-F-4, section 4644</i>)	(1)	13,500	(2)	13,500
Statewide family engagement centers (<i>ESEA IV-E</i>)	10,000	12,500	(2)	12,500
School leader recruitment and support (<i>ESEA II-B-4, section 2243</i>)	(3)	0	(2)	30,000
Fostering diverse schools (proposed legislation)	0	0	To be determined ⁴	100,000
<u>Mandatory Programs:</u>				
Expanding Opportunities for Teacher Leadership Development (proposed legislation)	0	0	To be determined ⁴	200,000
Supporting in-Demand Credentials for Teachers (proposed legislation)	0	0	To be determined ⁴	1,600,000

INNOVATION AND IMPROVEMENT

Authorizing Legislation—continued (dollars in thousands)

Activity	2021 Authorized	2021 Appropriation	2022 Authorized	2022 Request
Total definite authorization	871,493		0	
Total appropriation		1,114,250		3,084,250

¹ A total of \$220,741 thousand is authorized for Part F of Title IV, of which \$5,000 thousand is reserved for Subpart 3. Of the remainder, 42 percent is authorized for Education Innovation and Research and 26 percent is authorized for Subpart 4, which includes Ready to Learn Programming, Arts in Education, and Javits Gifted and Talented Education.

² The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for fiscal year 2022.

³ A total of \$489,168 thousand is authorized for Part B of Title II, of which 47 percent is authorized for Teacher and School Leader Incentive Grants, 1.4 percent is authorized for American History and Civics Education, and 14.8 percent is authorized for Subpart 4, of which not less than 74 percent is reserved for Supporting Effective Educator Development and not less than 22 percent is reserved for School Leader Recruitment and Support.

⁴ Authorizing legislation is sought for fiscal year 2022.

INNOVATION AND IMPROVEMENT

Appropriations History (dollars in thousands)

Year	Budget Estimate to Congress	House Allowance	Senate Allowance	Appropriation
2013 Discretionary	\$4,332,166	\$799,133 ¹	\$1,545,966 ¹	\$1,447,637
2014 Discretionary	5,335,000	N/A ²	1,331,598 ³	931,317
2015 Discretionary	5,335,000	N/A ²	868,721 ³	852,111
2015 Mandatory	5,000,000	N/A ²	0 ³	0
2016 Discretionary	1,601,559	275,000 ⁴	694,616 ⁴	1,181,226
2016 Mandatory	1,000,000	0 ⁴	0 ⁴	0
2017 Discretionary	1,411,556	632,938 ⁵	942,743 ⁵	887,575 ⁵
2017 Mandatory	4,299,982	0 ⁵	0 ⁵	0 ⁵
2018 Discretionary	1,208,026	757,904 ⁶	880,375 ⁶	982,256 ⁶
2019 Discretionary	1,777,647	1,058,441 ⁷	1,042,256 ⁷	1,035,556 ⁷
2020 Discretionary	1,107,000	1,224,315	1,055,556 ⁸	1,103,815 ⁸
2021 Discretionary	0	1,076,315	1,085,815 ⁹	1,114,250 ⁹

¹ The levels for the House and Senate allowances reflect action on the regular annual 2013 appropriations bill, which proceeded in the 112th Congress only through the House Subcommittee and the Senate Committee.

² The House allowance is shown as N/A because there was no Subcommittee action.

³ The level for the Senate allowance reflects Senate Subcommittee action only.

⁴ The levels for the House and Senate allowances reflect action on the regular annual 2016 appropriations bill, which proceeded in the 114th Congress only through the House Committee and Senate Committee.

⁵ The levels for the House and Senate allowances reflect Committee action on the regular annual 2017 appropriation bill; the Appropriation reflects the Consolidated Appropriations Act, 2017.

⁶ The level for the House allowance reflects floor action on the Omnibus appropriations bill; the Senate allowance reflects Committee action on the regular annual 2018 appropriations bill; the Appropriation reflects the Consolidated Appropriations Act, 2018 (P.L. 115-141).

⁷ The levels for the House and Senate allowance reflect Committee action on the regular annual 2019 appropriations bill; the Appropriation reflects enactment of the Department of Defense and Labor, Health and Human Services, and Education Appropriations Act, 2019 (P.L. 115-245).

⁸ The Senate allowance reflects the Chairman's mark; the Appropriation reflects the Further Consolidated Appropriation Act, 2020 (P.L. 116-94).

⁹ The level for the Senate Allowance reflects the Chairman's mark; the Appropriation reflects Division H of the Consolidated Appropriations Act, 2021 (P.L. 116-260).

INNOVATION AND IMPROVEMENT

Significant Items in FY 2021 Appropriations Reports

Education Innovation and Research (EIR)

Senate: The Committee directs the Department to brief the Committees on Appropriations of the House of Representatives and the Senate on the fiscal year 2021 funding opportunities available under this program, including any specified priorities, not less than 30 days prior to releasing a notice inviting applications.

House: The Committee is encouraged by the robust, growing evidence base behind SEL strategies, trauma-informed services, and whole child approaches to learning, and makes funding for these interventions a top priority. Children across the country have been significantly impacted by disruptions related to COVID-19, including school closures. The increase to EIR in fiscal year 2021 is intended to address these concerns and provide additional support for the social and emotional learning (SEL) initiative, which can include trauma-informed practices and services within schools. Within 90 days of enactment of this Act, the Department is directed to brief the Committees on Appropriations on plans for carrying out the SEL competition. In addition, the Department shall provide notice to the Committees at least seven days before grantees are announced.

Managers' Statement: Within 90 days of enactment of this Act, the Department is directed to brief the Committees on plans for carrying out the SEL and science, technology, engineering, and mathematics (STEM) competitions. In addition, the Department shall provide notice of grant awards to the Committees at least seven days before grantees are announced.

Managers' Statement: Within 90 days of enactment of this Act, the Department is directed to brief the Committees on plans for carrying out the SEL and STEM competitions. In addition, the Department shall provide notice of grant awards to the Committees at least seven days before grantees are announced.

Response: The Department briefed Committee staff on its plans for fiscal year 2021 competitions on April 7, 2021. The Department will notify the Committees about grant awards at least seven days before grantees are announced, as requested.

House: Given the significant Federal investment in the EIR program (and its predecessor program, Investing in Innovation), the Committee directs the Department to take stronger steps to publicly release and widely publicize the research findings from this critical program. More specifically, the Department should post research findings on its own website and issue related press releases and Dear Colleague letters.

House: The Committee directs the Secretary to better showcase those programs that have demonstrated, through rigorous research as required by the ESEA, that their innovations show specific evidence of achievement in educational outcomes. The Department should also communicate any research findings that

INNOVATION AND IMPROVEMENT

Significant Items in FY 2021 Appropriations Reports—continued

demonstrate successful outcomes to outside stakeholders, particularly chief State school officers and district superintendents. The Committee believes that publicizing these research findings will provide critical information for State governments, State and local education agencies, and others, particularly in unserved and underserved communities.

Response: The Department is developing a new technical assistance plan focused on dissemination of findings and lessons learned and will incorporate activities mentioned in these directives. As a first step, the Department is currently updating the program website to add in all available evaluation reports as well as relevant What Works Clearinghouse links.

House: The Committee is aware that certain criteria for evaluating EIR grants, such as the use of randomized control trials, are more difficult for rural-based applicants to successfully fulfill. The Committee requests that the Department consider additional assistance for rural applicants in fulfilling evaluation requirements in future grant competitions.

Response: The Department has been working with various rural experts within and outside of the Department to enhance technical assistance for rural applicants. Based on their feedback the Department has revised pre-application materials to include additional considerations, supports, and resources for rural applicants on implementing high quality evaluations in rural settings. The Department plans to update these materials regularly. This activity also helped the Department foster stakeholder relationships that can be leveraged to conduct outreach plan once the notices inviting applications are released.

House: In addition, within the total for EIR, the Committee recommendation includes \$85,000,000 for States, school districts, and school-based afterschool programs to provide or strengthen instruction in STEAM fields, including computer science. In particular, these funds must be used by the Secretary to direct additional Pre-K–12 computer science and STEAM grants to underrepresented students such as minorities, girls, and youth from families living at or below the poverty line to help reduce the enrollment and achievement gap. Supporting education in the STEAM fields, particularly computer science, is critical to ensure that our nation continues to lead in innovation. As computer science is a basic skill in the 21st century global economy, the Committee encourages the Department to support Pre-K–12 computer science education in schools across the country. Funds should also be used within these amounts to increase teacher training, proficiency, and knowledge of STEAM and computer science courses, with a particular interest in coding.

Senate: The Committee notes there is significant demand from the field to test many types of strategies and to examine promising techniques that can be scaled-up in different settings. The Committee expects funds to continue to support diverse and field-initiated interventions, rather than a single nationwide program or award focused solely on one area of educational innovation.

INNOVATION AND IMPROVEMENT

Significant Items in FY 2021 Appropriations Reports—continued

Senate: The Committee recommendation includes \$75,000,000, an increase of \$10,000,000, for STEM and computer science education. Within this amount, the Committee directs the Department to prioritize funding for computer science education and applicants seeking to improve diversity and address disparities in access to participation in high-quality STEM education programs. In addition, the Committee encourages the Department to fund activities that will help inspire the next generation of STEM professionals, including engaging students in space exploration.

Managers' Statement: Within the total for EIR, the agreement includes \$67,000,000 to provide grants for SEL. In addition, within the total for EIR, the agreement includes \$67,000,000 for STEM and computer science education activities. Within the STEM and computer science set-aside, awards should expand opportunities for underrepresented students such as minorities, girls, and youth from families living at or below the poverty line to help reduce the enrollment and achievement gap. Further, the agreement continues to support the Department's prioritization of computer science education for the STEM set-aside in recent EIR grant competitions. To fulfill both set-asides, the agreement encourages prioritization of SEL and STEM for both the early- and mid-phase evidence tiers.

Response: The Department intends to follow the directive included in the Managers' Statement.

Supporting Effective Educator Development (SEED)

House: The Committee is supportive of the Department's competitive preference priority for SEL in the fiscal year 2020 SEED competition and directs the Department to include the competitive preference priority in any new SEED competition in fiscal year 2021.

Response: The Department is not holding a competition in 2021 but will take the language into account when developing plans for 2022.

Managers' Statement: Within SEED, the Department is directed to support professional development that helps educators incorporate SEL practices into teaching, and to support pathways into teaching that provide a strong foundation in child development and learning, including skills for implementing SEL strategies in the classroom. In addition, the SEED program is an ideal vehicle for helping ensure that more highly trained school leaders are available to serve in traditionally underserved LEAs. Therefore, the Secretary shall use a portion of funds made available for SEED to support the preparation of principals and other school leaders.

House: Further, the Committee directs the Department to ensure that SEED grants are awarded to a diverse set of eligible entities, including national nonprofit organizations implementing evidence-based activities (as defined in section

INNOVATION AND IMPROVEMENT

Significant Items in FY 2021 Appropriations Reports—continued

8101(21)(A)(i) of the ESEA) across a number of sites which can help bring to scale evidence-based programs of national significance across the country.

Senate: The Committee directs the Department to ensure grants are awarded to a diverse set of eligible entities operating programs of national significance, consistent with Congressional intent. The Committee strongly encourages the Department to include National non-profits and institutes of higher education that implement high evidence-based activities (as defined in section 8101(21)(A)(i) of the ESEA) that support a significant number of educators in multiple States and a number of sites to help bring to scale evidence-based programs of National significance and ensure a significant number of educators and students across the country are served by this program.

Response: The Department made 12 new grant awards in 2020 to recipients in nine States. Seven of the grantees were IHEs: California State University Dominguez Hills (CA), Clemson University (SC), Georgia State University (GA), the University of Alabama at Tuscaloosa (AL), the University of North Florida (FL), Alder Graduate School of Education (CA), and Voorhees College (SC). The other five grantees were the Center for Collaborative Education (MA), the National Institute for Excellence in Teaching (TN), Teach for America (NY), Unbounded Learning, Inc. (NY), and the Urban Teaching Center (MD). These grantees will be serving participants from a wide variety of communities across the nation.

The competition included two absolute priorities, one of which, Supporting Effective Teachers, required successful applicants to implement activities that are supported by Moderate Evidence and the other one of which, Supporting Effective Principals or Other School Leaders, required successful applications to implement activities that are supported Promising Evidence. Applicants identified one or two citations to demonstrate that proposed activities met the evidence requirements; these citations were reviewed to ensure they met What Works Clearinghouse (WWC) evidence standards.

Managers' Statement: In addition, the SEED program is an ideal vehicle for helping ensure that more highly trained school leaders are available to serve in traditionally underserved LEAs. Therefore, the Secretary shall use a portion of funds made available for SEED to support the preparation of principals and other school leaders.

Senate: The Committee recognizes the significant impact of effective principals and other school leaders on student achievement and other student outcomes. The SEED program is an ideal vehicle for helping ensure that more highly trained school leaders are available to serve in traditionally underserved LEAs and directs the Secretary to use a portion of funds made available for SEED to support the preparation of principals and other school leaders.

INNOVATION AND IMPROVEMENT

Significant Items in FY 2021 Appropriations Reports—continued

Response: The 2020 competition included two absolute priorities, one of which was Supporting Effective Principals or Other School Leaders. Two of the successful applicants addressed this priority.

Charter Schools Grants

Senate: Within the total, the Committee recommendation includes \$215,000,000 for State Entity Grants to support high quality charter schools under section 4303 of ESEA; not less than \$150,000,000 for Charter Management Organization Grants for the replication and expansion of high-quality charter schools under section 4305(b); not less than \$70,000,000 for Facilities Grants under section 4304, of which not less than \$60,000,000 shall be for the Credit Enhancement program; and \$15,000,000 for national activities to provide technical assistance, disseminate best practices, and evaluate the impact of the charter school program. In addition to standard reprogramming requirements, the Committee directs the Department to notify and brief the Committees on Appropriations of the House of Representatives and the Senate as soon as possible of any need to reprogram funds between the activities specified above.

Response: The Department will comply with this directive.

Senate: The Committee appreciates information included in the fiscal year 2021 CJ on activities to strengthen charter school authorizing and oversight practices, including through monitoring of and technical assistance on the use of State entity set-aside funds. The Committee requests that the Department effectively review the extent to which State entities are using such funds to ensure that charter schools receiving CSP grants are equipped to appropriately serve all students, including students with disabilities, and include a summary of findings of such reviews in the fiscal year 2022 CJ.

Managers' Statement: The Department is directed to review the extent to which State entities are using set-aside funds to ensure that charter schools receiving CSP grants are equipped to appropriately serve all students, including students with disabilities, and include a summary of findings of such reviews in the fiscal year 2022 congressional justification.

Response: The Department has conducted the requested review and provided a summary of findings in the Charter Schools Grants program narrative.

Magnet Schools Assistance

Senate: The Committee strongly encourages the Department to include a priority for a portion of new grant funds in fiscal year 2021 for Magnet Schools Assistance applications that are connected to a nearby public housing redevelopment project, including developments funded through the HUD Choice Neighborhoods Initiative and the HUD Rental Assistance Demonstration. The notice inviting

INNOVATION AND IMPROVEMENT

Significant Items in FY 2021 Appropriations Reports—continued

applications [NIA] shall prioritize MSAP applications that seek to provide an opportunity for children in the public housing redevelopment to attend a racially and economically integrated school in or near their neighborhood. The Department of Education is, to the extent feasible, directed to coordinate with HUD and the HUD Choice Neighborhoods Initiative, and to issue any 2021 MSAP NIA on or about the same date as the HUD Choice Neighborhoods notice of funding availability.

Response: The Department ran a competition for new grants in fiscal year 2020 but extended the application deadline due to the COVID-19 pandemic. The Department awarded new grants from the competition that began in fiscal year 2020 in fiscal year 2021 and will not make additional new awards in fiscal year 2021. We will consider options for responding to the directive with funds for new awards in fiscal year 2022.

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DEPARTMENT OF EDUCATION FISCAL YEAR 2022 PRESIDENT'S BUDGET
(in thousands of dollars)

		Cat Code	2020 Appropriation	2021 Appropriation	2022 Request	2022 Request Compared to 2021 Appropriation	
						Amount	Percent
Innovation and Improvement							
1.	Education innovation and research (ESEA IV-F-1)	D	190,000	194,000	194,000	0	0.00%
2.	Teacher and school leader incentive grants (ESEA II-B-1)	D	200,000	200,000	200,000	0	0.00%
3.	American history and civics education (ESEA II-B-3)	D	4,815	5,250	5,250	0	0.00%
4.	Supporting effective educator development (SEED) (ESEA II-B-4, section 2242)	D	80,000	80,000	80,000	0	0.00%
5.	Charter schools grants (ESEA IV-C)	D	440,000	440,000	440,000	0	0.00%
6.	Magnet schools assistance (ESEA IV-D)	D	107,000	109,000	149,000	40,000	36.70%
7.	Ready to learn programming (ESEA IV-F-4, section 4643)	D	29,000	29,500	29,500	0	0.00%
8.	Arts in education (ESEA IV-F-4, section 4642)	D	30,000	30,500	30,500	0	0.00%
9.	Javits gifted and talented education (ESEA IV-F-4, section 4644)	D	13,000	13,500	13,500	0	0.00%
10.	Statewide family engagement centers (ESEA IV-E)	D	10,000	12,500	12,500	0	0.00%
11.	School Leader Recruitment and Support (ESEA II-B-4, section 2243)	D	0	0	30,000	30,000	---
12.	Fostering Diverse Schools (proposed legislation)	D	0	0	100,000	100,000	---
13.	Expanding Opportunities for Teacher Leadership Development (proposed legislation)	M	0	0	200,000	200,000	---
14.	Supporting in-Demand Credentials for Teachers (proposed legislation)	M	0	0	1,600,000	1,600,000	---
Total		D	1,103,815	1,114,250	3,084,250	1,970,000	176.80%
	Discretionary	D	1,103,815	1,114,250	1,284,250	170,000	15.26%
	Mandatory	M	0	0	1,800,000	1,800,000	

NOTES: D = discretionary program; M = mandatory program
Detail may not add to totals due to rounding.

INNOVATION AND IMPROVEMENT

Summary of Request

Programs in the Innovation and Improvement account support the goal of improving student achievement in three key ways: providing incentives to test, evaluate, and expand innovative educational strategies and practices; increasing the supply of effective teachers and principals; and increasing racial and socioeconomic diversity in schools. The Administration requests a total of \$3.1 billion, including \$1.3 billion in discretionary funding and \$1.8 billion in mandatory funds.

Supporting Innovation

The Administration requests funding to support efforts to drive State and local innovation. Specifically, the request includes:

- \$194.0 million for the **Education Innovation and Research** program to build on the program's demonstrated success in using program funds to build an evidence base that will help ensure that educators, schools, and districts have access to innovative strategies and practices that are effective in improving educational outcomes for students.
- \$29.5 million for the **Ready to Learn Programming** program to support the development and distribution of educational video programming for preschool and elementary school children and their parents, caregivers, and teachers to facilitate student academic achievement.
- \$13.5 million for the **Javits Gifted and Talented Education** program to support a coordinated program of research, demonstration projects, innovative strategies, and other activities to build and enhance the capacity of elementary and secondary schools to identify gifted and talented students and meet their educational needs, particularly students traditionally underrepresented in gifted and talented education programs.

Supporting Educators

The Administration requests funding for programs that would provide both formula grants and competitive awards to help States and local educational agencies (LEAs) increase the effectiveness of teachers and principals.

- \$1.6 billion in mandatory funding for a new **Supporting In-Demand Credentials for Teachers** State grant program, which would help over 100,000 educators earn additional certifications in high-demand areas like special education, bilingual education, career and technical education, and STEM.
- \$200.0 million in mandatory funding for a new **Expanding Opportunities for Teacher Leadership Development** competitive grant program that would allow master teachers to take on mentoring and other job-embedded leadership roles, with additional compensation, while remaining in the classroom.
- \$200.0 million for **Teacher and School Leader Incentive Grants** to develop, implement, improve, or expand human capital management systems, especially in high-need schools.

INNOVATION AND IMPROVEMENT

Summary of Request—continued

- \$80.0 million for **Supporting Effective Educator Development** to provide competitive grants to institutions of higher education, national nonprofit entities, and the BIE to provide educators with evidence-based professional development and to support pathways that allow educators with nontraditional preparation and certification to obtain employment in traditionally underserved local educational agencies
- \$30.0 million for the **School Leader Recruitment and Support** program for grants to improve the recruitment, preparation, placement, support, and retention of effective principals and other school leaders in high-need schools.
- \$30.5 million for the **Arts in Education** program to support State and local efforts to improve arts education, including arts programming in high-poverty schools, through the development and implementation of high-quality, cohesive, and innovative strategies for arts instruction; development and dissemination of instructional materials and programming; and professional development for arts educators.
- \$5.3 million for the **American History and Civics Education** program for competitive grants to institutions of higher education and other entities with demonstrated expertise to improve the quality of teaching and learning in American history, civics, and government.

Increasing Diversity in Schools

The Administration's **Fostering Diverse Schools** proposal would provide \$100.0 million for competitive grants to LEAs to develop and implement comprehensive plans for improving school racial and socioeconomic integration in preschool through grade 12. Funds would support grants for planning and for implementation.

In addition, the Administration requests \$149.0 million for **Magnet Schools Assistance** to LEAs to establish and operate magnet schools that are part of an approved desegregation plan and that are designed to attract students from racially and socioeconomically diverse backgrounds.

Finally, the Administration requests \$440.0 million for **Charter Schools Grants** to support the start-up, replication, and expansion of successful charter schools and to improve charter schools' access to facilities. The request embraces the focus under the amended ESEA on strengthening charter school authorizing and oversight practices and ensuring access to high-quality schools for historically underserved student groups.

INNOVATION AND IMPROVEMENT

Education innovation and research

(Elementary and Secondary Education Act, as amended, Title IV, Part F, Subpart 1)

(dollars in thousands)

FY 2022 Authorization: To be determined¹

Budget Authority:

<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
\$194,000	\$194,000	0

¹ The GEPA extension applies through September 30, 2021. Reauthorizing legislation is sought for FY22.

PROGRAM DESCRIPTION

The Education Innovation and Research (EIR) program supports the creation, development, implementation, replication, and scaling up of evidence-based, field-initiated innovations designed to improve student achievement and attainment for high-need and underserved students. The overall goal is to demonstrate innovative and proven approaches that address persistent education challenges while also building knowledge of what works in education.

The EIR program incorporates a tiered-evidence framework that ties the size of the Federal investment to the evidence base for funded interventions. For example, the program may provide \$3 million in start-up funding to test promising innovations that will undergo rigorous evaluation, while investing \$15 million for large-scale replications of proven interventions to assess their effectiveness in multiple settings with diverse student populations. Types of awards include: (1) early-phase grants for the development, implementation, and feasibility testing of an intervention or innovation which prior research suggests has promise, in order to determine whether the intervention can improve student academic outcomes; (2) mid-phase grants for implementation and rigorous evaluation of interventions that have been successfully implemented under early-phase grants or have met similar criteria for documenting program effectiveness; and (3) expansion and replication of interventions or innovations that have been found to produce a sizable impact under a mid-phase grant or have met similar criteria for documenting program effectiveness. All grantees must carry out rigorous, independent evaluations of the effectiveness of their projects.

Eligible applicants include: (1) local educational agencies (LEAs); (2) State educational agencies (SEAs); (3) the Bureau of Indian Education (BIE); (4) consortia of LEAs or SEAs; (5) nonprofit organizations; or (6) SEAs, LEAs, or the BIE in consortia with a nonprofit organization, a business, an educational service agency, or an institution of higher education. Awards length varies from 3 to 5 years. At least 25 percent of the funds appropriated for the program must be used for awards to serve rural areas, contingent on receipt of enough applications of sufficient quality. Grantees must provide matching funds equal to 10 percent of their grant award (in cash or in-kind) from Federal, State, local, or private sources. The

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Department may waive this requirement under certain circumstances. In addition, the Department may reserve up to 5 percent of program funds to provide technical assistance and disseminate best practices.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	\$100,000
2018	120,000
2019	130,000
2020	190,000
2021	194,000

FY 2022 BUDGET REQUEST

The Administration requests \$194 million for fiscal year 2022 for Education Innovation and Research, the same as the fiscal year 2021 level. The request would build on the Department's success in using program funds to build an evidence base that will help ensure that educators, schools, and districts have access to innovative strategies and practices that are effective in improving educational outcomes for students.

The request would also support the President's goal of advancing equity in education through the development and use of evidence-based practices to support and advance student learning, with a focus on underserved students. To date, innovation projects have been funded in a wide range of areas to improve educational opportunities and outcomes for students— including social and emotional learning, supporting teachers and principals, and science, technology, engineering, and mathematics (STEM).

For fiscal year 2022, the Department looks forward to a dialogue with Congress about the appropriate priorities for EIR competitions. In the past, the Department's strategy for choosing competition priorities has included alignment with Administration policy goals and funding projects in areas where few or no projects have been funded previously in order to build out the "portfolio" of solutions developed under the program. For fiscal year 2022, the Administration is considering using priorities for projects proposing to address the impact of the COVID-19 pandemic on underserved students and educators and promoting equity and adequacy in student access to educational resources and opportunities – both with goal of improving outcomes for underserved students.

Consistent with the authorizing statute, the Department would reserve up to \$9.7 million in fiscal year 2022 for technical assistance, including technical assistance to help grantees develop and implement rigorous evaluations, and dissemination.

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PROGRAM OUTPUT MEASURES

(dollars in thousands)

	<u>2020</u>	<u>2021</u>	<u>2022</u>
<u>Output Measures</u>			
Grants			
Amount for new awards	\$185,915	\$184,297	\$113,494
Number of new awards	28	20-32	15-25
Range of new awards	\$3,500–12,000	\$3,000–15,000	\$3,000–15,000
Amount for continuation awards	0	0	\$68,866
Number of continuation awards	0	0	41
Range of continuation awards	0	0	\$750-4,000
Peer review of new award applications	\$675	\$1,043	\$1,940
National activities	\$3,410	\$8,660	\$9,700

PROGRAM PERFORMANCE INFORMATION

Performance measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for the EIR program for possible revision in future years to ensure alignment with Administration policy.

The measures reported in this section include data for grants under both the predecessor Investing in Innovation (i3) program and EIR. Thus, the measures for Expansion grants include data for i3 Scale-up grants that were still active in the reporting year; the measures for Mid-phase grants include data for i3 Validation grants; and the measures for Early-phase grants include data for i3 Development grants. However, in the text below only the current terminology is used.

Goal: To improve educational outcomes for students by developing, identifying, and scaling up effective practices that are demonstrated to have an impact on student achievement and other student outcomes.

Objective: *To validate and scale effective solutions for persistent educational challenges across the country to serve a substantially larger numbers of students.*

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Measure: The percentage of Expansion grantees that reached their annual targets of students served.

Year	Target	Actual
2017	66%	75%
2018	66	100
2019	66	90
2020	66	
2021	66	
2022	66	

Measure: The percentage of Expansion grantees that reached the targeted number of students specified in their applications by the end of the project.

Year	Target	Actual
2017	65%	N/A
2018	65	N/A
2019	65	N/A
2020	65	
2021	65	
2022	65	

Measure: The percentage of Mid-phase grantees that reached their annual targets of students served.

Year	Target	Actual
2017	68%	50%
2018	68	64
2019	68	50
2020	68	
2021	68	
2022	68	

Measure: The percentage of Mid-phase grantees that reached the targeted number of students specified in their applications by the end of the project.

Year	Target	Actual
2017	65%	80%
2018	65	71
2019	65	50
2020	65	
2021	65	
2022	65	

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Additional information: The source of the data is annual grantee performance reports and final performance reports submitted through March 2020. One of the goals of Mid-phase and Expansion grants is to expand the implementation of each intervention for which there is evidence of effectiveness while continuing to evaluate it to ensure that it is implemented well and continues to be effective on a larger scale. Therefore, reaching the targeted number of students is an important measure of success for these projects.

Two Mid-phase grants did not serve students in 2019 and are thus excluded from the calculation for reaching annual targets. The Department will continue to develop and refine strategies for providing timely and useful technical assistance to grantees in order to improve the quality, completeness, and consistency of the data, including the accurate setting of yearly targets for students served. Data for fiscal year 2020 will be available by September 2021.

No Expansion grants ended their grants in the reporting period through March 2020, so there is no cumulative data on students served to report for Expansion. Four Mid-phase grants ended their grants in the reporting period and provided data on students served.

Objective: *To promote rigorous evaluation of projects that will generate significant new information about the effectiveness of diverse strategies, practices, and products that address persistent educational challenges.*

Measure: The percentage of programs, practices, or strategies supported by an Expansion grant with ongoing, well-designed, and independent evaluations that will provide evidence of their effectiveness at improving student outcomes at scale and would meet the What Works Clearinghouse (WWC) Evidence Standards with or without reservations.

Year	Target	Actual
2017	100%	100%
2018	100	100
2019	100	100
2020	100	
2021	100	
2022	100	

Measure: The percentage of programs, practices, or strategies supported by a Mid-phase grant with ongoing, well-designed, and independent evaluations that will provide evidence of their effectiveness at improving student outcomes and would meet the WWC Evidence Standards with or without reservations.

Year	Target	Actual
2017	100%	100%
2018	100	100
2019	100	95
2020	100	
2021	100	
2022	100	

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Measure: The percentage of programs, practices, or strategies supported by an Early-phase grant with ongoing evaluations that provide evidence of promise for improving student outcomes.

Year	Target	Actual
2017	100%	98%
2018	100	100
2019	100	93
2020	100	
2021	100	
2022	100	

Additional information: The source of the data is grantee evaluation plans. During the 2019 reporting period one Mid-phase grantee and four Early-phase grantees were implementing evaluation plans that were not likely to meet WWC standards because they might not produce reliable, credible evidence. The Department will continue to provide technical assistance on appropriate evaluation design and implementation to the grantees to improve the likelihood that their evaluations meet WWC standards by the end of the projects. Data for fiscal year 2020 will be available by December 2021.

Measure: The percentage of programs, practices, or strategies supported by an Expansion grant with ongoing evaluations that are providing high-quality implementation data and performance feedback that allow for periodic assessment of progress toward achieving intended outcomes.

Year	Target	Actual
2017	100%	100%
2018	100	100
2019	100	100
2020	100	
2021	100	
2022	100	

Measure: The percentage of programs, practices, or strategies supported by a Mid-phase grant with ongoing evaluations that are providing high-quality implementation data and performance feedback that allow for periodic assessment of progress toward achieving intended outcomes.

Year	Target	Actual
2017	100%	100%
2018	100	100
2019	100	100
2020	100	
2021	100	
2022	100	

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Measure: The percentage of programs, practices, or strategies supported by an Early-phase grant with ongoing evaluations that are providing high-quality implementation data and performance feedback that allow for periodic assessment of progress toward achieving intended outcomes.

Year	Target	Actual
2017	100%	98%
2018	100	100
2019	100	100
2020	100	
2021	100	
2022	100	

Additional information: The source of the data is grantee evaluation plans. The Department will continue to develop and refine strategies for providing timely and useful technical assistance to grantees in order to improve the quality, completeness, and consistency of the data. Data for fiscal year 2020 will be available by December 2021.

Efficiency measures

The Department established cost per student as the efficiency measure for the program. Data for this measure are based on total project costs minus evaluation costs divided by the number of students served by all grantees. Separating the evaluation costs is critical because of the significant evaluation costs for projects under this program.

Data for 2019 represent grants that submitted an annual performance report and include all 10 Expansion grants, 15 out of 18 Mid-phase grantees (two not included did not serve students and, therefore, do not have a cost per student, and one did not provide cost data), and 33 out of 35 Early-phase grants (two did not serve students and, therefore, do not have a cost per student, and one had incomplete data at this time). Data for the second efficiency measure represent grantees that submitted a final performance report and are cumulative costs per student for the entire grant and include all four Mid-phase grants and 18 Early-phase grants. Data for fiscal year 2020 will be available by December 2021.

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Measure: The cost per student served by grant type.

Year	Cost per student, Expansion grants	Cost per student, Mid-phase grants	Cost per student, Early-phase grants
2014	\$201	\$21,463	\$633
2015	99	874	1,137
2016	135	5,329	1,887
2017	278	962	1,049
2018	222	1,812	3,446
2019	416	1,467	1,904

Measure: The cost per student by grant type for programs, practices, or strategies that were proven to be effective at improving educational outcomes for students.

Year	Cost per student, Expansion grants	Cost per student, Mid-phase grants	Cost per student, Early-phase grants
2015	\$375	\$1,154	\$928
2016	N/A	N/A	347
2017	N/A	728	776
2018	N/A	618	3,446
2019	N/A	2,087	1,904

Additional information: No Expansion projects ended in 2019, so the cumulative measure is not applicable for that year. For Mid-phase, four projects ended in 2019, and all provided complete cost per student data. For Early-phase, 18 grant projects ended in 2019, and all provided complete cost per student data.

Other Performance Information

In June 2018, the Department published *The Investing in Innovation Fund: Summary of 67 Evaluations Final Report*, which examined the extent to which the Investing in Innovation (i3) program, the predecessor to the EIR program, succeeded in its goal of building credible evidence that can be used to identify effective interventions that can improve student academic outcomes. This report examined 67 i3 impact evaluations and reached the following conclusions:

- Overall, nearly three-quarters of the 67 i3 impact evaluations unofficially met What Works Clearinghouse evidence standards.
- Almost 80 percent of the i3 implementation evaluations found that the interventions were implemented with adequate fidelity to the program models, with 18 percent evaluations finding positive impacts.
- Overall, nine evaluations (13 percent) met the long-term goal of i3 by finding evidence of both adequate fidelity and positive impacts on student academic outcomes.

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- The findings from these evaluations, whether positive or negative, were sufficiently robust to help ED policymakers decide which educational programs warrant additional funding and testing.
- The i3 evaluations provide credible evidence to local decision makers considering whether to adopt particular interventions.

Additional information may be found at
<https://ies.ed.gov/ncee/pubs/20184013/pdf/20184013.pdf>.

INNOVATION AND IMPROVEMENT

Teacher and school leader incentive grants

(Elementary and Secondary Education Act of 1965, as amended, Title II, Part B, Subpart 1, Section 2212)

(dollars in thousands)

FY 2022 Authorization: To be determined¹

Budget Authority:

<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
\$200,000	\$200,000	0

¹ The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for fiscal year 2022.

PROGRAM DESCRIPTION

The Teacher and School Leader (TSL) Incentive Grants program makes competitive awards to help eligible entities develop, implement, improve, or expand human capital management systems or performance-based compensation systems in schools served by the grantees.

Eligible entities include local educational agencies (LEAs), including charter schools that are LEAs; State educational agencies or other designated State agencies; the Bureau of Indian Education (BIE); and partnerships of LEAs, State agencies, and the BIE with nonprofit or for-profit entities. The grant period is 3 years and the Department has discretion to provide up to an additional 2 years of funding if the grantee demonstrates success. In making grants, the Department is required to give priority to applicants that support teachers, principals, and other school leaders in high-need schools and to ensure an equitable geographic distribution of grants, including the distribution of grants between rural and urban areas. An LEA is permitted to receive (whether individually or as part of a consortium) a grant under this program only twice.

The statute defines high-need schools as public elementary or secondary schools located in an area in which at least 30 percent of students are from low-income backgrounds. Human capital management systems (HCMSs) are defined as systems that enable the LEA to make and implement human capital decisions (such as decisions related to hiring, professional development, dismissal, tenure, and promotion) and that include a performance-based compensation system. Performance-based compensation systems (PBCSs) are systems of compensation for teachers, principals, or other school leaders that differentiate levels of compensation based in part on measurable increases in student academic achievement. The systems also may include differentiated levels of compensation for positions in hard-to-staff schools and subject areas, as well as for recognition of skills and knowledge of teachers, principals, and other school leaders demonstrated through additional responsibilities and evidence of professional achievement.

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Grantees may use funds for a wide variety of activities designed to develop, implement, improve, or expand an HCMS or PBCS, including:

- Developing or improving evaluation and support systems that are based in part on demonstrated improvement in student achievement;
- Conducting outreach to gain information on how to construct evaluation and support systems;
- Providing principals with the tools necessary to make school-level decisions, including staffing decisions, in order to build high-performing instructional leadership teams for high-need schools;
- Implementing a differentiated salary structure for teachers who teach in high-needs schools or teach high-need subjects, raise student academic achievement, or take on additional leadership responsibilities, or for principals or other school leaders to serve in high-need schools and raise student academic achievement;
- Improving LEA processes for recruiting, selecting, placing, supporting, and retaining effective teachers, principals, and other school leaders in high-need schools; and
- Instituting career advancement opportunities that reward effective teachers, principals, or other school leaders in high-need schools.

Grantees must provide matching funds, in cash or in kind, from non-Federal sources equal to 50 percent of the amount of their grants. Grant funds must be used to supplement, not supplant, other Federal or State funds available to carry out activities.

The Department is required to submit an annual report to Congress that provides information on grant award amounts and grantee activities, as well as student academic achievement information for participating schools. In addition, the Institute for Education Sciences (IES) must evaluate the effectiveness of the program; the Department may reserve up to 1 percent of each year's appropriation for this purpose as well as to provide technical assistance to grantees.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017.....	\$200,000
2018.....	200,000
2019.....	200,000
2020.....	200,000
2021.....	200,000

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Teacher and school leader incentive grants

FY 2022 BUDGET REQUEST

For fiscal year 2022, the Administration is requesting \$200 million, level with the fiscal year 2021 appropriation. At the request level, the Department would use approximately \$38.2 million for new awards, \$159.6 million for continuation awards, and \$2.0 million for evaluation and technical assistance. New awards are likely to be focused on providing opportunities for educators to take on leadership roles in their schools and districts, and be compensated for those additional responsibilities, and to promote greater diversity in the educator workforce. On April 20, 2021, the Department published proposed two priorities for grant programs that may be used in TSL competitions in 2021 and later years. The first priority is designed to promote the continued development and growth of educators, including providing leadership opportunities. The second priority is to improve educator diversity—including racial, cultural, and linguistic diversity—to help all students learn to high standards and be prepared to live and work in a diverse society.

In addition, on April 9, 2021, the Department published a proposed priority to clarify the extent to which TSL-funded grant project activities are concentrated in high-need schools and to refine the definition of a high-need school. The proposed priority would require applicants to demonstrate that the majority of schools participating in the project would be in high-need schools and would define a high-need school as one with 50 percent or more of its enrollment from low-income backgrounds, based on free- or reduced-price lunch data, comparable data from another source, or, for middle and high schools, poverty data from feeder schools.

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Teacher and school leader incentive grants

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Funding			
New awards	\$63,674	\$88,162	\$38,170
Continuation awards	103,601	79,982	159,630
Grant renewal awards	30,614	29,616	0
Peer review of new award applications	111	240	200
Evaluation and technical assistance	<u>2,000</u>	<u>2,000</u>	<u>2,000</u>
Total	200,000	200,000	200,000
Grant Award Information			
Number of new awards	13	12–20	5–7
Range of new awards	\$1,463–\$9,496	\$1,500–\$9,000	\$1,500–\$9,000
Number of continuation awards	14	14	25–33
Range of continuation awards	\$648–\$13,635	\$1,551–\$10,142	\$1,500–\$10,735
Number of renewal awards	5	5	0
Range of renewal awards	\$3,060–\$7,859	\$3,116–\$7,668	–

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including TSL, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve TSL funds for this purpose in fiscal year 2020 or 2021 but may do so in fiscal year 2022. Any amount pooled under section 8601 would not exceed the 1 percent evaluation and technical assistance reservation authorized for the TSL program.

PROGRAM PERFORMANCE INFORMATION

Performance measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the Federal resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by the program. The Department will be reviewing GPRA program performance goals, objectives, and measures for Teacher and School Leader Incentive Grants for possible revision in future years to ensure alignment with Administration policy.

Current performance measures for the TSL program include the following:

- The percentage of educators in all schools who earned performance-based compensation.
- The percentage of educators in all high-need schools who earned performance-based compensation.

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- The gap between the retention rate of educators receiving performance-based compensation and the average retention rate of educators in each high-need school whose educators participate in the project.
- The number of school districts participating in a grant that use educator evaluation systems to inform recruitment, hiring, placement, retention, dismissal, professional development, tenure, and promotion.
- The number of high-need schools within districts participating in a TSL grant that use educator evaluation and support systems to inform recruitment, hiring, placement, retention, dismissal, professional development, tenure, and promotion.
- The percentage of performance-based compensation paid to educators with State, local, or other non-TSL Federal resources.
- The percentage of teachers and principals who receive the highest effectiveness rating.
- The percentage of teachers and principals in high-needs schools who receive the highest effectiveness rating.

Grantee reporting has been problematic. Department staff are reviewing grantee performance reports but data are not yet available.

Other performance information

The Institute of Education Sciences (IES) conducted two recent studies that provide information on effective practices relevant to the TSL program:

The Impact Evaluation of Teacher and Leader Performance Evaluation Systems¹ examined districts' and educators' experiences with performance evaluation systems and their impact on classroom practice and student achievement in eight districts. The study provided resources and support to implement three performance measures: a classroom practice measure that provided feedback sessions four times per year, a student growth measure of teacher contributions to student achievement (i.e., "value-added" scores), and a principal leadership measure with feedback sessions twice a year. No formal stakes were attached to the measures; instead, they were used to provide educators and their supervisors with information on performance. Both treatment and control schools continued to implement existing district performance evaluations and measures, with the treatment schools additionally implementing the study's performance measures and feedback. The study, which cost \$21.5 million over 6 years, was completed in December 2017. The key findings were:

¹ https://ies.ed.gov/ncee/projects/evaluation/tq_performance.asp

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- Performance evaluations were implemented generally as planned. For instance, in both study years, teachers and principals received multiple rounds of ratings and feedback on their practices.
- On average, teachers received nearly the four intended feedback sessions per year. Most teachers had classroom observation overall scores in the top two performance levels, limiting the potential of the information to signal a need for teachers to improve. A majority of the teachers said the study's feedback on classroom practice was more useful and specific than their district's existing feedback.
- Principals' scores tended to be lower than teachers': many received scores indicating a need for improvement. Even so, nearly three-quarters of principals in the treatment group said the study's feedback on their leadership was more objective and actionable than feedback received in the past. The goal of the principal feedback was to improve leadership skills, and the study measured two aspects of leadership: instructional leadership and teacher-principal trust. The intervention had a positive impact on teacher-principal trust in year 1 and on both instructional leadership and trust in year 2.
- While educator evaluation systems provided some information to identify educators who needed support, they provided limited information to indicate the areas of practice most needing improvement.
- The study's performance evaluation system had a positive impact on teachers' classroom practice on one of the two observation measures, and it also had a positive impact on both of the principal leadership measures. There was no impact on reading/English language arts achievement in either study year, but the mathematics impact in year 1 was the equivalent of about 4 weeks of learning. In year 2, the mathematics impact was similar, but not statistically significant.

In September 2018, IES began a new Impact Evaluation to Inform the Teacher and School Leader Incentive Program¹ that is designed to answer the following questions:

- What are the implementation experiences of the 2017 TSL grantees? What are their educator satisfaction, recruitment, and retention experiences with TSL, particularly among those grantees funding teacher leader roles?
- What is the effect on student achievement, educator satisfaction, recruitment, and retention of a teacher leader role strategy? Is the teacher leader strategy cost effective?

The evaluation will provide implementation information from all 2017 grantees, including information about strategies supported by grant funds. For those grantees supporting a teacher leader role, information will include teacher leader responsibilities and their teaching load, the stipend amount, how grantees select and train their teacher leader, the types of teachers targeted for support, and district and school contexts that facilitate or hinder the teacher leader role implementation. In addition, the evaluation will recruit approximately 100 schools to

¹ https://ies.ed.gov/ncee/projects/evaluation/tq_leader.asp

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participate in an impact evaluation of funding teacher leaders to support their peers using activities similar to that funded within the TSL grantees.

Data collection will include a TSL grantee survey of all 14 TSL grantees receiving awards in 2017 to gather information about their TSL program; teacher and principal surveys to collect program implementation information as well as educator satisfaction and teacher recruitment activities and outcomes; teacher leader activity forms to provide information about teacher leader roles and activities; teacher and principal school assignment records to look at mobility and retention; student administrative records to look at student outcomes. The study has been delayed due to the pandemic, which required IES to recruit study schools over two school years instead of one to get a sufficiently large sample for a portion of the evaluation. The first report from the study now is expected in 2022, not 2021, and the study is scheduled for completion in August 2024, one year later than originally planned.

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American history and civics education

(Elementary and Secondary Education Act of 1965, as amended, Title II, Part B, Subpart 3)

(dollars in thousands)

FY 2022 Authorization: To be determined⁽¹⁾

Budget Authority:

	2021 <u>Appropriation</u>	2022 <u>Request</u>	Change from <u>2021 to 2022</u>
	\$5,250	\$5,250	0

¹ The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for FY 2022.

PROGRAM DESCRIPTION

American History and Civics Education is designed to improve the quality of teaching and learning in American history, civics, and government. Funds support Presidential Academies for teachers, Congressional Academies for students, and National Activities to promote innovative instruction and professional development for teachers and school leaders.

American History and Civics Academies

Presidential Academies for the Teaching of American History and Civics offer intensive workshops of at least 2 weeks to elementary and secondary school teachers to strengthen their knowledge through instruction and interaction with primary scholars and accomplished teachers in these fields. Congressional Academies for Students of American History and Civics offer similar workshops to secondary school students to enrich their understanding of American history and civics.

The Department makes competitive awards for up to 5 years to institutions of higher education and nonprofit educational organizations, museums, libraries, and research centers with demonstrated expertise in historical methodology or the teaching of American history and civics. The Department may make no more than 12 grants in a fiscal year and must give priority for Presidential Academies grants to applicants that propose to use the resources of the National Parks and coordinate or align their projects with the National Park Service National Centennial Parks initiative. Grantees must provide matching funds from non-Federal sources in an amount equal to 100 percent of the grant amount.

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American history and civics education

National Activities

National Activities grants promote evidence-based instructional methods and professional development programs in American history, civics and government, and geography, particularly those methods and programs that benefit students from low-income backgrounds and underserved students. Grants support the development, implementation, expansion, evaluation, and dissemination of methods and programs that show potential to improve teaching and learning and demonstrate innovation, scalability, accountability, and a focus on underserved students. Grant projects may include civic engagement activities and educational programs on the history and principles of the Constitution and Bill of Rights. The Department makes competitive grants to institutions of higher education and other nonprofit or for-profit organizations with demonstrated expertise for an initial period of up to 3 years, and may renew grants for an additional 2 years.

Funding levels for the program for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	\$3,515
2018	3,515
2019	4,815
2020	4,815
2021	5,250

FY 2022 BUDGET REQUEST

The Administration requests \$5.25 million for the American History and Civics Education programs for fiscal year 2022, the same as the fiscal year 2021 enacted level. Funds would be used to continue awards initiated in prior years, including new awards under both programs in fiscal year 2021.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
American History and Civics Academies grants			
Amount for new awards	0	\$1,664	0
Number of new awards	0	3–6	0
Amount for continuation awards	\$1,815	\$316	\$1,664
Number of continuation awards	2	1	3–6
National Activities grants			
Amount for new awards	0	\$2,157	0
Number of new awards	0	4–7	0
Amount for continuation awards	\$3,000	\$1,060	\$3,586
Number of continuation awards	4	4	8–11

INNOVATION AND IMPROVEMENT

American history and civics education

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Peer review of new award applications	0	\$53	0

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including American History and Civics Education, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds from the program for this purpose in fiscal year 2020, but may do so in fiscal years 2021 and 2022.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for American History and Civics Education for possible revision in future years to ensure alignment with Administration policy.

Goal: To improve the quality of teaching and learning in American history, civics and government, and geography in elementary and secondary schools.

Objective: *Participants will demonstrate through pre- and post-assessments an increased understanding of American history and civics that can be directly linked to their participation in the Presidential or Congressional academy.*

Measure: The average percentage gain on a teacher assessment after participation in a Presidential Academy.

Year	Target	Actual
2018	10%	15%
2019	10	14
2020	10	12
2021	10	
2022	10	

Measure: The average percentage gain on a student assessment after participation in a Congressional Academy.

Year	Target	Actual
2018	10%	15%
2019	10	11

INNOVATION AND IMPROVEMENT

American history and civics education

Year	Target	Actual
2020	10	18
2021	10	
2022	10	

Additional information: Data are from assessments created by the grantees' evaluators drawing on questions from nationally validated U.S. History tests. The table excludes data from a 2017 grantee that were deemed not comparable to performance data from other grantees due to the assessment instruments used. The 2017 grantee, which did not use traditional testing instruments but rather conducted pre- and post-assessments of teacher lesson plans (in the case of the Presidential Academy) and student research papers (for the Congressional Academy) using a rubric developed by an external evaluator, reported average content knowledge gains of 28 percent for Presidential Academy teachers and 24 percent for Congressional Academy students in 2020.

Objective: *Participants will demonstrate through pre- and post-assessments an increased understanding of American history, civics and government, and geography that can be directly linked to their participation in National Activities grant activities.*

Measure: The average percentage gain on an assessment after participation in National Activities grant activities.

Year	Target	Actual
2018	10%	28%
2019	10	21
2020	10	12
2021	10	
2022	10	

Additional information: Data are from assessments of participating teachers created by the grantees' evaluators drawing on questions from nationally validated U.S. History tests.

INNOVATION AND IMPROVEMENT

Supporting effective educator development

(Elementary and Secondary Education Act of 1965, Title II, Part B, Subpart 4, Section 2242)

(dollars in thousands)

FY 2022 Authorization: To be determined¹

Budget Authority:

	2021 <u>Appropriation</u>	2022 <u>Request</u>	Change from <u>2021 to 2022</u>
	\$80,000	\$80,000	0

¹ The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for fiscal year 2022.

PROGRAM DESCRIPTION

The Supporting Effective Educator Development (SEED) program provides competitive grants to institutions of higher education (IHEs), national nonprofit entities, and the Bureau of Indian Education, or to partnerships of one or more IHEs and national nonprofit organizations with a for-profit entity. Allowable activities must be evidence-based and include:

- Providing support to teachers, principals, or other school leaders from nontraditional preparation and certification routes or pathways who serve in traditionally underserved local educational agencies (LEAs);
- Providing evidence-based professional development that addresses literacy, numeracy, academic support, or other needs of LEAs and the students they serve;
- Providing professional development to improve instruction in dual enrollment programs or early college high school settings;
- Making professional development and related learning opportunities freely available to LEAs, including through publicly accessible electronic means; or
- Providing teachers, principals, or other school leaders with evidence-based professional enhancement activities, which may include activities that lead to an advanced credential.

Grants may be awarded for up to 3 years; the Department has the discretion to renew awards for an additional 2-year period if grantees demonstrate success. To the extent practicable, the Department must ensure that grants are distributed among eligible entities that will serve geographically diverse areas. The statute requires grantees to use non-Federal sources, in cash or in kind, to cover at least 25 percent of project costs each year. The Department may waive or modify this cost-sharing requirement in cases of demonstrated financial hardship.

INNOVATION AND IMPROVEMENT

Supporting effective educator development

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	\$65,000
2018	75,000
2019	75,000
2020	80,000
2021	80,000

FY 2022 BUDGET REQUEST

For fiscal year 2022, the Administration requests \$80.0 million for SEED, level with the fiscal year 2021 appropriation. The SEED program is an effective vehicle for supporting evidence-based educator preparation and development efforts. At the request level, the Department would use approximately \$60.0 million for new grant awards, nearly \$12.0 million for renewal awards (extending 3-year grants for an additional 2 years), and approximately \$7.9 million for continuation grant awards.

The 2020 competition included competitive priorities addressing Congressional report language directives, including projects that improve instruction in science, technology, engineering, and mathematics (STEM) and projects that enhance educators' ability to improve students' social and emotional skills, such as developing positive personal relationships, and problem-solving skills.

There were 12 successful applicants in the 2020 competition, 5 from national non-profit organizations and 7 from institutions of higher education. Examples of funded grants include:

- The University of Alabama at Tuscaloosa, which will help elementary educators deliver appropriate SEL instruction to students in grades K-3, including those with or at risk for emotional and behavioral disorders. The project expects to develop a digitally-delivered curriculum as well as to craft digital and in-person professional learning to train teachers and provide ongoing support as they implement the program.
- Vorhees College, an HBCU located in South Carolina, plans to help raise student achievement in rural and urban high-need schools throughout the state by increasing the number of STEM and computer science teachers, by both establishing pathways for current teachers in other content areas to move into these fields (e.g., by competency-based teaching endorsements and micro-credentials) and by attracting STEM, computer science, and other mid-career professionals to the teaching profession through a non-traditional alternative licensure pathway.

The Administration is developing supplemental priorities for use in a wide variety of fiscal year 2022 competitions, including SEED, that will reflect President Biden's equity agenda and commitment to evidence-based practices. For example, there may a stronger focus on building and enhancing the instructional skills of a more diverse educator workforce. The Administration also plans to work with Congress to develop and refine priorities for the fiscal year 2022 SEED competition.

INNOVATION AND IMPROVEMENT

Supporting effective educator development

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Project Funding:			
New grant awards	\$23,818	0	\$60,012
Continuation grant awards	49,965	\$61,974	7,861
Renewal awards	6,058	17,994	11,952
Peer review of new award applications	<u>159</u>	<u>32</u>	<u>175</u>
Total	80,000	80,000	80,000
Grant Award Information			
Number of new awards	12	0	15 – 20
Range of new awards	\$882 – \$5,201	—	\$1,000 – \$5,000
Number of continuation awards	15	13	3
Range of continuation awards	\$833 – \$9,132	\$925 – \$5,764	\$1,000 – \$5,000
Number of renewal awards	4	7 – 8	3 – 4
Range of renewal awards	\$989 – \$2,275	\$970 – \$3,056	\$970 – \$3,056

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Supporting Effective Educator Development, and to pool such funds for use in evaluating any ESEA program. The Department did not pool evaluation funds from SEED in fiscal years 2020 and 2021 but may do so in fiscal year 2022.

PROGRAM PERFORMANCE INFORMATION

Performance measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program. Targets were not set for the program measures because obtaining baseline data has proved problematic.

The Department established five performance measures for SEED grantees:

- The percentage of teacher and principal participants who serve concentrations of underserved students;
- The percentage of teacher and principal participants who serve concentrations of underserved students and are highly effective;

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Supporting effective educator development

- The percentage of teacher and principal participants who serve concentrations of underserved students, are highly effective, and serve for at least 2 years;
- The cost per participant who was highly effective and who taught in high need schools for 2 years; and
- The number of grantees with evaluations that meet the What Works Clearinghouse standards with reservations.

Data for the FY 2017 and 2018 cohorts funded after the reauthorization of ESEA are available for three of these measures; the most recent data was received in the fall of 2020.

- Based on data from 22 of the 25 grantees who were expected to report, 92 percent of program participants (9,275 out of 10,644 participants) served concentrations of underserved students.
- Based on data from these 22 grantees, 3,875 of these participants, or 36 percent, served underserved students and were rated as highly effective.
- Based on data from 7 of the 25 grantees, 55 percent (766 out of 1,398 participants) served concentrations of high-need students, were highly effective, and served for at least two years. (Data for this measure are available later in the grant period, so fewer grantees reported on the measure.)

Data on the cost per participant will be available for the 2017 cohort in the spring of 2022; data for the 2018 and 2020 cohorts will be available in the spring of 2023 and the spring of 2025, respectively.

The Department will be reviewing GPRA program performance goals, objectives, and measures for SEED for possible revision in future years to ensure alignment with Administration policy. All 25 grantees from the 2017 and 2018 cohorts reported that they have evaluations that they believe will meet What Works Clearinghouse (WWC) standards with reservations; these grantees are conducting a total of 36 such evaluations. Determination of whether the evaluations do meet WWC standards will be made after the studies are completed.

During the last year, program staff have intensified efforts to improve the quality of performance information for the SEED program. Activities have included development and dissemination of a revised guidance document that provides detailed information on what data are to be reported and how the data are to be analyzed, technical assistance webinars for SEED project directors and their evaluators, and emphasizing to grantees the importance of submitting timely and accurate data.

INNOVATION AND IMPROVEMENT

Charter schools grants

(Elementary and Secondary Education Act of 1965, as amended, Title IV, Part C)

(dollars in thousands)

FY 2022 Authorization: To be determined¹

Budget Authority:

	2021 <u>Appropriation</u>	2022 <u>Request</u>	Change from <u>2021 to 2022</u>
	\$440,000	\$440,000	0

¹The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for FY 2022.

PROGRAM DESCRIPTION

Charter Schools Grants support the startup of new charter schools and the replication and expansion of high-quality charter schools serving students in prekindergarten through grade 12. Funds also support grants to improve charter schools' access to facilities and information dissemination, grantee technical assistance, and evaluation activities.

Grants for the Opening of New Charter Schools and the Replication and Expansion of High-Quality Charter Schools

State Entity Grants

Section 4303 of the Elementary and Secondary Education Act (ESEA) authorizes the Department to make competitive grants to State educational agencies (SEAs), State charter school boards, State governors, and statewide charter school support organizations. Recipients of State Entity grants must use: not less than 90 percent of grant funds to make subgrants to charter school developers to enable them to open new charter schools or to replicate or expand high-quality charter schools; not less than 7 percent to provide technical assistance to subgrant applicants and to provide technical assistance to charter school authorizers and carry out other activities to improve authorizer quality, including developing capacity for, and conducting, fiscal oversight and auditing of charter schools; and not more than 3 percent for administrative costs.

Developers—individuals and public and private nonprofit entities, which may include charter management organizations (CMOs)—may apply for subgrants. In an application for a subgrant, a developer must describe, among other things, the quality controls agreed to between it and its school's authorizer, such as a contract or performance agreement; how its school's performance in the State's accountability system and impact on student academic achievement or growth will be one of the most important factors for renewal or revocation of the school's charter; how its school's authorizer will reserve the right to revoke or not renew its school's charter based on financial, structural, or operational factors involving the management

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Charter schools grants

of the school; how it will solicit and consider input from parents and other community members and support the use of effective parent, family, and community engagement strategies in the operation of its school; and how it will ensure that its school meets the educational needs of its students, including children with disabilities and English learners. Subgrants are for a period of up to 5 years, of which developers may use not more than 18 months for planning and program design, including hiring and compensating school leaders and instructional staff. Developers may also use funds for activities such as providing professional development, making necessary renovations to school buildings, acquiring equipment and supplies, engaging the community, and developing student transportation systems.

In making awards, the Department must give priority to State entities that support charter schools for at-risk students and that ensure all charter school authorizers implement recognized school approval and monitoring standards and procedures. In addition, priority must be given to State entities in States that: (1) have charter school authorizers that are not local educational agencies (LEAs) or, if only LEAs are authorizers, have an appeals process for prospective charter schools that initially fail to gain approval from the LEA; (2) ensure equitable funding for charter and other public schools; (3) provide funding or other support for charter school facilities; and (4) use best practices from charter schools to support traditional school and LEA improvement.

Developer Grants

If no State entity in a State receives a grant, charter school developers in the State may apply directly to the Department for Developer grants, which are awarded under the same terms and conditions as for State Entity subgrants to start up new charter schools or replicate or expand high-quality charter schools.

CMO Grants

Under section 4305(b), the Department makes competitive grants to nonprofit CMOs to replicate and expand high-quality charter schools. Priority for these awards must be given to CMOs that: (1) plan to operate schools with racially and socioeconomically diverse student bodies; (2) demonstrate success in working with schools identified by the State for comprehensive support and improvement under Title I, Part A of the amended ESEA; (3) propose to replicate or expand schools serving high school students; or (4) propose to operate schools that focus on dropout recovery and academic reentry. As with Developer grants, CMO grants are awarded under the same terms and conditions as for State Entity subgrants, including requirements that the schools to be replicated or expanded have demonstrated success in increasing student achievement and (where applicable) graduation rates, for all students and for each student subgroup, and have no significant compliance issues in the areas of student safety or school financial or operational management.

Since fiscal year 2018, funds for CMO grants have been available for obligation by the Department for an 18-month period, or until March 31 of the fiscal year following the year in which they are appropriated.

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Facilities Grants

Section 4304 authorizes two programs through which the Department makes grants to improve charter schools' access to high-quality facilities: Credit Enhancement for Charter School Facilities (Credit Enhancement) and State Facilities Incentive grants.

Credit Enhancement Grants

The Department makes annual competitive Credit Enhancement grants to public and private nonprofit entities (such as finance authorities and community development financial institutions) that assist charter schools in acquiring, constructing, and renovating facilities by enhancing the availability of loan or bond financing. Grantees must deposit grant funds into a reserve account that is used to, among other things, guarantee and insure debt to finance charter school facilities and guarantee and insure leases of personal and real property. These credit enhancements are intended to reduce risk to lenders, thereby creating access to credit or lowering interest rates and costs of borrowing for charter schools.

Grantees must invest reserve account funds in low-risk securities, and any earnings on such investments must be re-invested. Grantees continue to implement their projects until funds have been fully expended for grant purposes (such as to cover debt obligations of charter school borrowers in the event of default) or until financing facilitated by the grant has been retired.

State Facilities Incentive Grants

Authorized under section 4304(k) of the ESEA, the competitive State Facilities Incentive grants help States establish or enhance programs that provide dedicated State per-pupil funding for charter school facilities. The Department makes State Facilities Incentive awards for a period of up to 5 years, over which States pay an increasing share of program costs. States may partner with other organizations to provide up to 50 percent of the State share of costs.

National Activities

Under section 4305(a)(3), the Department uses funds to provide technical assistance to State entities in awarding subgrants and to recipients of facilities grants; disseminate best practices regarding charter schools; and evaluate the impact of Charter Schools Grants, including on student achievement.

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Charter schools grants

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	\$342,172
2018	400,000
2019	427,859 ¹
2020	440,000
2021	440,000

¹ Reflects a reprogramming of \$12,141 thousand from Charter Schools Grants to other programs in the Innovation and Improvement account, including \$6,700 thousand to Magnet Schools Assistance and \$5,440 thousand to Statewide Family Engagement Centers.

FY 2022 BUDGET REQUEST

The Administration requests \$440 million for Charter Schools Grants for fiscal year 2022, the same as the fiscal year 2021 enacted level. The request includes appropriations language that would largely maintain the same within-program allocations as in fiscal year 2021 but provide the Department greater flexibility to adjust spending in response to demand across the program components. Specifically, the request includes:

- Up to \$225 million for State Entity and Developer grants;
- Up to \$140 million for CMO grants;
- Not less than \$60 million for facilities grants, of which up to \$10 million is for State Facilities Incentive grants; and
- Not less than \$15 million for national activities.

Charter schools can deliver innovative solutions to meet student social, emotional, and academic needs. However, additional steps are required to ensure that charter schools are subject to rigorous transparency (including fiscal transparency) requirements, accountability, and oversight expected of many traditional public schools. The Department will work to ensure that Charter Schools Grants funds support schools that are opened and operated with demonstrated family and community support, serve students from diverse racial and socioeconomic backgrounds, provide meaningful access to instruction for students with disabilities and English learners, maintain diverse educator workforces, and are subject to strong accountability, transparency, and oversight. The Administration also supports appropriations language to ensure that program funds are not provided to schools that are substantially operated or managed through a contract with a for-profit entity.

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Charter schools grants

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
State Entity grants			
Amount for new awards	\$81,833	0	\$98,631
Number of new awards	8	0	5–10
Amount for continuation awards	\$132,251	\$218,676	\$115,000
Number of continuation awards	20	27	19
Developer grants			
Amount for new awards	\$5,120	0	\$5,000
Number of new awards	7	0	8–12
Amount for continuation awards	\$5,815	\$6,324	\$6,169
Number of continuation awards	35	33	32
Peer review of new State Entity and Developer award applications	\$118	0	\$200
CMO grants			
Amount for new awards	0	0	\$51,974
Number of new awards	0	0	11–15
Amount for continuation awards	\$139,625	\$140,000	\$87,901
Number of continuation awards	56	41	26
Amount for supplemental awards	\$375	0	0
Number of supplemental awards	1	0	0
Peer review of new award applications	0	0	\$125
Credit Enhancement grants			
Amount for new awards	\$44,521	\$42,731	\$56,950
Number of new awards	4	3–5	4–6
Amount for supplemental awards	\$10,479	\$13,229	0
Number of supplemental awards	1	1	0
State Facilities Incentive grants			
Amount for continuation awards	\$5,000	\$4,000	\$3,000
Number of continuation awards	1	1	1

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<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Peer review of new Credit Enhancement and State Facilities Incentive award applications	0	\$40	\$50
National activities	\$15,000	\$15,000	\$15,000

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Charter Schools Grants, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds for this purpose from Charter Schools Grants in fiscal year 2020, but may do so in fiscal years 2021 and 2022.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for Charter Schools Grants for possible revision in future years to ensure alignment with Administration policy.

Goal: To support the creation of a large number of high-quality charter schools.

Objective: *Encourage the development of a large number of high-quality charter schools that are free from State or local rules that inhibit flexible operation, are held accountable for enabling students to reach challenging State performance standards, and are open to all students.*

Measure: The number of charter schools in operation around the Nation.

Year	Target	Actual
2017	8,480	7,014
2018	8,950	7,196
2019	9,420	7,434
2020	9,890	
2021	10,360	
2022	10,830	

Additional information: Data on the total number of charter schools in operation, including those funded by Charter Schools Grants, are provided annually by SEAs and are verified by the Department. The Department is considering revising the targets for this measure due to slower-than-anticipated growth in the number of schools in operation in recent years. Data for this measure for 2020 are expected to be available in late fall 2021.

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Charter schools grants

Measure: The percentage of fourth-grade charter school students who are achieving at or above the proficient level on State assessments in reading.

Year	Target	Actual
2017	84.2%	49.8%
2018	89.2	48.6
2019	94.2	48.2
2020	99.2	
2021	100.0	
2022	100.0	

Measure: The percentage of fourth-grade charter school students who are achieving at or above the proficient level on State assessments in mathematics.

Year	Target	Actual
2017	81.4%	46.8%
2018	86.4	45.0
2019	91.4	44.7
2020	96.4	
2021	100.0	
2022	100.0	

Measure: The percentage of eighth-grade charter school students who are achieving at or above the proficient level on State assessments in reading.

Year	Target	Actual
2017	86.6%	52.3%
2018	91.6	48.7
2019	96.6	49.9
2020	100.0	
2021	100.0	
2022	100.0	

Measure: The percentage of eighth-grade charter school students who are achieving at or above the proficient level on State assessments in mathematics.

Year	Target	Actual
2017	73.7%	43.2%
2018	78.7	40.2
2019	83.7	40.8
2020	88.7	
2021	93.7	
2022	98.7	

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Additional information: Analysis of the data has found notable variation in performance among funded schools. Data for these measures for 2020 are unavailable because the Department waived for all States the requirements in ESEA section 1112(b)(2) to administer State assessments in school year 2019-2020 due to the COVID-19 pandemic.

Efficiency Measures

Measure: The ratio of funds leveraged by States for charter facilities to funds awarded by the Department under the State Charter School Facilities Incentive Grant Program.

Year	2014 Cohort Actual	2019 Cohort Actual
2017	6.10 : 1	
2018	6.12 : 1	
2019	6.51 : 1	
2020		2.25 : 1
2021		2.50 : 1
2022		

Additional information: The leveraging ratio is the total funds available (the Federal grant and the State match) compared to the Federal grant for a given year. The State match amount excludes State and local funds that would otherwise be used to provide charter school per-pupil facilities aid in absence of participation in the program.

The Department also tracks the amount of funds leveraged and the number of schools served under Credit Enhancement grants. In 2019, Credit Enhancement grants leveraged \$675 million in facilities financing for 46 schools. Between program inception and 2019, Credit Enhancement funds have helped enable approximately \$6.5 billion in financing for facilities of 837 charter schools.

The Department also developed a measure to assess the cost efficiency, across States, of the Federal investment in supporting charter school start-ups. The measure is defined as the Federal cost per student of launching a successful school (defined as a school in operation for 3 or more years). Data for 2017 show an average cost of \$1,168, for 2018 an average cost of \$1,078, and for 2019 an average cost of \$1,060. Data for this measure, collected through grantee annual performance reports, assist the Department in understanding the different costs per student for different types of charter schools.

Other Performance Information

2019 Charter Schools Grants Data Analysis

In July 2019, the Department released an analysis of data on grantees and subgrantees under the State Entity, Developer, and CMO competitions.¹ Using data from grantee annual

¹ See <https://oese.ed.gov/files/2019/12/CSP-Data-Overview-WestEd-7.22.2019.pdf>.

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Charter schools grants

performance reports, the Department's Common Core of Data, and the Civil Rights Data Collection, the analysis found, among other things, that:

- Of the 7,014 charter schools in operation in the 2016-2017 school year, 3,138 (or 45 percent) had received funding under the competitions between the 2006-2007 and 2016-2017 school years;
- Of the 5,712 charter schools that opened between the 2006-2007 and 2016-2017 school years, 3,351 (or nearly 60 percent) had received funding; and
- Compared to traditional public schools, schools that received funding served higher percentages of students eligible for free or reduced-price lunch, Black students, and Hispanic students.

State Entity Grantee Use of Funds Reserved for Technical Assistance

The Department, through the National Charter School Resource Center, has conducted a review of State Entity grantees' current and planned use of funds reserved for technical assistance, including the extent to which grantees use funds for activities to ensure that charter schools receiving CSP funds are equipped to appropriately serve all students, including students with disabilities and English learners. The review consisted of reviews of approved applications of grantees in the 2017, 2018, and 2019 State Entity cohorts, a survey of the grantees in spring 2020, and a follow-up survey in January 2021. The review found that, of the 19 grantees:

- Eighteen use or plan to use funds for technical assistance on charter school authorizing and oversight;
- Eighteen use or plan to use funds for technical assistance to subgrant applicants;
- Fourteen use or plan to use funds to support subgrantees in meeting the needs of students with disabilities; and
- Thirteen use or plan to use funds to support subgrantees in meeting the needs of English learners.

The review also found that, on average, grantees use or plan to use more funds for technical assistance to subgrant applicants than on charter school authorizing and oversight.

A report with more-detailed information on State Entity grantee use of funds, including quantitative data on common technical assistance activities and descriptive information on activities of individual grantees, is expected to be available in summer 2021.

INNOVATION AND IMPROVEMENT

Magnet schools assistance

(Elementary and Secondary Education Act of 1965, Title IV, Part D)

(dollars in thousands)

FY 2022 Authorization: To be determined¹

Budget Authority:

<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
\$109,000	\$149,000	+\$40,000

¹ The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for FY 2022.

PROGRAM DESCRIPTION

The Magnet Schools Assistance program provides Federal resources to assist eligible local educational agencies (LEAs) in the desegregation of schools by supporting the elimination, reduction, and prevention of racial isolation in elementary and secondary schools with substantial proportions of students of color.¹

Grantees establish and operate magnet schools that are part of court-ordered, agency-ordered, or federally approved voluntary desegregation plans. The ultimate goal is to eliminate, reduce, or prevent isolation of groups of students of color in elementary and secondary schools while strengthening students' knowledge of academic subjects and equipping them with college- and career-ready skills. The program accomplishes this goal by supporting the creation of magnet schools that offer special curricula or instructional programs that appeal to parents and students from diverse backgrounds.

Grantees receive 5-year awards and may not receive more than \$15 million over the course of the project. Funds must be used for activities that will improve academic achievement and may be used for planning and promotional activities; acquiring books, materials, and equipment; and paying the salaries of effective teachers and other instructional personnel. Grantees may spend up to 50 percent of project costs in the first year and 15 percent in the second and third years on planning activities. Additionally, the ESEA authorizes grantees to use funds to transport students enrolled in magnet schools, provided the costs do not consume a significant portion of the grant award and that the transportation strategy is sustainable at the end of the grant period.²

¹ In this justification, we generally use "students of color" in place of "minority students" in the program statute.

² Beginning with fiscal year 2019 appropriations, appropriations acts have not included a prior general prohibition on the use of Department funds for the transportation of students or teachers to overcome racial imbalance or carry out a plan of racial desegregation in schools.

INNOVATION AND IMPROVEMENT

Magnet schools assistance

By statute, the Department gives priority to applicants that: (1) demonstrate the greatest need for assistance; (2) propose to carry out new, evidence-based magnet school programs, significantly revise existing programs using evidence-based methods and practices, or replicate an existing magnet school program with a demonstrated record of success of increasing student achievement and reducing racial isolation; (3) use methods other than academic examinations (such as a lottery) to admit students; and (4) increase racial integration by designing and implementing magnet school programs that increase socioeconomic diversity. Applicants that did not receive a grant the previous year receive priority for any funds appropriated above \$75 million. In addition, the Department may use up to 1 percent of funds to provide technical assistance and disseminate best practices.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	\$97,647
2018.....	105,000
2019.....	113,700 ¹
2020.....	107,000
2021.....	109,000

¹ Reflects a reprogramming of \$6,700 thousand from Charter Schools Grants to Magnet Schools Assistance.

FY 2022 BUDGET REQUEST

The Administration requests \$149 million for Magnet Schools Assistance, \$40 million more than the fiscal year 2021 enacted level. The request would support continuation awards as well as an expanded cohort of new awards to support the creation of schools that can attract students from racially and socioeconomically diverse backgrounds. The requested increase would support an estimated 80 additional schools.

Consistent with President Biden's Executive Order on *Advancing Racial Equity and Support for Underserved Communities Through the Federal Government*, the Administration is committed to renewing and expanding efforts to reverse the well-documented, persistent negative educational effects of isolation of groups of students of color and concentrated poverty. Magnet Schools Assistance plays a central role in these efforts and would complement the proposed Fostering Diverse Schools program, which would provide grants to LEAs to develop and implement comprehensive plans to improve student outcomes by increasing school racial and socioeconomic diversity in preschool through grade 12.

INNOVATION AND IMPROVEMENT

Magnet schools assistance

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Amount for new awards	0	\$49,927	\$88,427
Number of new awards	0	18-19	32-33
Amount for continuation awards	\$105,789	\$58,003	\$58,934
Number of continuation awards	36	36	22-23
National activities	\$1,068	\$1,070	\$1,490
Peer review of new award applications	\$143	0	\$149

NOTES: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Magnet Schools Assistance, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds for this purpose from Magnet Schools Assistance in fiscal year 2020, but may do so in fiscal years 2021 and 2022.

The Department ran a competition for new grants in fiscal year 2020 but extended the application deadline due to the COVID-19 pandemic. The Department frontloaded continuation awards for prior year cohorts in fiscal year 2020 and awarded new grants from the competition that began in fiscal year 2020 in fiscal year 2021.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program.

The Department does not set aggregate performance targets for this program; rather, each grantee sets project-level performance targets. Data are from annual performance reports.

The Department will be reviewing GPRA program performance goals, objectives, and measures for Magnet Schools Assistance for possible revision in future years to ensure alignment with Administration policy.

Goal: Students have access to high-quality education in desegregated magnet schools.

Objective: *Federally funded magnet schools will eliminate, reduce, or prevent minority group isolation in targeted elementary and secondary schools with substantial proportions of minority students.*

INNOVATION AND IMPROVEMENT

Magnet schools assistance

Measure: Percentage of magnet schools receiving assistance reporting enrollment data demonstrating success in reducing, eliminating, or preventing minority-group isolation (MGI).

Year	2016 Cohort	2017 Cohort	2018 Cohort
2017	39.0%		
2018	21.1	45.2%	
2019	10.5	36.3	52.4%
2020		27.0	23.8

Additional information: In 2020, 33 of the 122 schools in the 2017 cohort fully met their annual MGI performance targets. Of the 89 schools that did not meet their annual MGI performance targets, two schools partially met their targets. For the 2018 cohort, five of 21 schools met their annual MGI targets in 2020. No schools in this cohort had more than one racially isolated group, so none partially met their targets.

The Department will examine factors that may be associated with the decreases over time in the percentage of schools meeting MGI targets in the respective cohorts.

Objective: *Magnet school students meet their State's academic achievement standards.*

Measure: Percentage of students in magnet schools receiving assistance who score at the proficient level or above on State assessments in reading/language arts.

Year	2016 Cohort
2017	35.4%
2018	39.3
2019	41.2

Measure: Percentage of students in magnet schools receiving assistance who score at the proficient level or above on State assessments in mathematics.

Year	2016 Cohort
2017	34.1%
2018	35.9
2019	38.8

Based on lessons learned in measuring grantee performance, the Department introduced two new performance measures beginning with the 2017 cohort focused on the percentage increase in students scoring at the proficient level or above on State assessments in reading/language arts and mathematics. Data for these measure for 2020 are unavailable because the Department waived for all States the requirements in ESEA section 1112(b)(2) to administer State assessments in school year 2019-2020 due to the COVID-19 pandemic.

INNOVATION AND IMPROVEMENT

Magnet schools assistance

Measure: Percentage increase of students who scored proficient or above on State assessments in reading/language arts.

Year	2017 Cohort	2018 Cohort
2018	5.7%	
2019	9.3	4.9%

Measure: Percentage increase of students who scored proficient or above on State assessments in mathematics.

Year	2017 Cohort	2018 Cohort
2018	9.4%	
2019	9.6	11.5%

Efficiency Measure

The Department developed a measure to assess the efficiency of Federal investments in supporting magnet schools. The measure is defined as the Federal cost per student in a magnet school receiving assistance.

Year	2016 Cohort
2017	\$722
2018	1,235
2019	1,084

Additional information: The Department has discontinued this measure beginning with the 2017 cohort because it has not proven to be a useful indicator of grantee performance.

INNOVATION AND IMPROVEMENT

Ready to learn programming

(Elementary and Secondary Education Act of 1965, Title IV, Part F, Subpart 4)

(dollars in thousands)

FY 2021 Authorization: To be determined¹

Budget Authority:

<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
\$29,500	\$29,500	0

¹ The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for FY 2022.

PROGRAM DESCRIPTION

Ready to Learn (RTL) Programming is designed to facilitate student academic achievement by supporting the development and distribution of educational video programming for preschool and elementary school children and their parents, caregivers, and teachers. At least 60 percent of the funding must be used to:

- Develop educational television programming for preschool and elementary school children and the accompanying support materials and services that can be used to promote the effective use of such programming;
- Develop television programming (and digital content, such as applications and online educational games, containing RTL-based children's programming) that is specifically designed for nationwide distribution over public television stations' digital broadcasting channels and the Internet, along with accompanying resources for parents and caregivers; and
- Support contracts with public telecommunications and related entities to ensure that programs are widely distributed.

Remaining funds may be used to develop and disseminate education and training materials, including interactive programs that are designed to promote school readiness through the effective use of educational video programs.

Funds are awarded competitively and only public telecommunications entities are eligible to receive awards. Applicants must have the capacity to: develop and distribute high-quality educational and instructional television programming that is accessible to underserved preschool and elementary school children; contract with the producers of children's television programming; negotiate these contracts in a manner that returns to the grantee an appropriate share of income from sales of program-related products; and target programming and materials to meet specific State and local needs, while providing educational outreach at the local level.

INNOVATION AND IMPROVEMENT

Ready to learn programming

Grantees are required to consult with the Departments of Education and Health and Human Services on strategies for maximizing the use of quality educational programming for preschool and elementary school children. Grantees must also coordinate activities with other Federal programs that have major training components related to early childhood development.

The fiscal year 2020 competition included two invitational priorities, one for projects that focus on literacy content in ways that go beyond vocabulary and basic reading skills to include functional literacy, use of language in contexts, and other areas reflective of current literacy frameworks and research, and one for projects that focus on content that meets young children's developmental needs and exposes them to future career and workforce options. The Department awarded two 5-year grants in 2020:

- Twin Cities Public Television is using RTL funds to produce Mashopolis, which will employ research-based strategies around executive functions to increase workforce and career readiness for children ages 5-8. Mashopolis will use the power of narrative storytelling, interactive media, intergenerational learning and equity to engage children in building the critical skills they need to join—and lead—the 21st century workforce.
- The Corporation for Public Broadcasting will create new transmedia experiences (including television and learning games) for children ages 2 to 8 that expose young learners to a range of career and workforce opportunities in ways that inspire them to explore the world of work, and introduce, model, and promote the development of key skills; innovate on new media platforms that hold promise for extending the reach and impact of quality learning content, and open up new avenues of accessibility; and build new engagement models and resources that empower adults and communities to support early learning, with an emphasis on intergenerational learning.

Funding levels for the past 5 fiscal years were as follows:

Fiscal Year	(dollars in thousands)
2017	\$25,741
2018	27,741
2019	27,741
2020	29,000
2021	29,500

FY 2022 BUDGET REQUEST

The Administration requests \$29.5 million for Ready to Learn Programming in fiscal year 2022, the same as the fiscal year 2021 appropriation. With these funds, the Department expects to continue supporting awards made in fiscal year 2020. Children, particularly children in high-poverty communities, may spend considerable time watching television and using digital media. Researchers in many fields have looked carefully at whether and how television viewing might contribute to the “literacy gap,” and, conversely, whether and how television and digital media can be used as a tool to promote literacy development. Recent research suggests that

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Ready to learn programming

television and transmedia can have a positive impact on children's literacy and learning, provided certain conditions are in place. Producers and developers must understand how children learn, and how programming content can facilitate such learning. Individual episodes should reflect what research tells us about effective educational programming. For example, programs that succeed in helping children learn tend to help children understand how to watch and make sense of what they see. Such programs also develop familiarity by using recurring characters and situations, repeat key tasks and information, link knowledge to what children already know, and are carefully paced to keep children cognitively engaged throughout each episode.

Early childhood, preschool, and elementary school curricula typically emphasize foundational skills in math and reading. RTL content is specifically designed to reinforce young children's literacy skills, emphasizing letter recognition, vocabulary, fluency, rhyming, and comprehension. Through targeted outreach and marketing campaigns, grantees actively reach out to parents and caregivers, particularly in high-poverty rural and urban communities, to encourage the use of RTL programming to support the skills that children need to succeed in school.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Number of new awards	2	0	0
New award funding	\$28,710	0	0
Number of continuation awards	0	2	2
Continuation award funding	0	\$29,500	\$28,950
Evaluation (review of grant products)	0	0	\$550
Peer review of new award applications	<u>\$290</u>	<u>0</u>	<u>0</u>
Total	\$29,000	\$29,500	\$29,500

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including the RTL program, and to pool such funds for use in evaluating any ESEA program. While the Department did not reserve funds from RTL for this purpose in fiscal year 2020, it may do so in fiscal years 2021 and 2022.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance

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Ready to learn programming

goals, objectives, and measures for RTL for possible revision in future years to ensure alignment with Administration policy.

The Department uses the following performance measures to assess RTL's effectiveness in improving what children learn, the quality of RTL-funded transmedia products, and the number of children RTL is reaching:

- (1) the percentage of summative experimental or quasi-experimental research studies that demonstrate positive and statistically significant gains in math or literacy skills when RTL transmedia properties, such as applications and online educational games, are compared to similar non-RTL-funded digital properties or to other more traditional educational materials;
- (2) the percentage of educational transmedia products, along with necessary supporting materials, that are deemed to be of high-quality in promoting learning of math or literacy by an independent panel of expert reviewers; and
- (3) the number of children who use RTL-produced educational media products, disaggregated by individual product, as determined by appropriate industry standard metrics or, when available, by tracking tools.

The two 2015 grantees planned a total of four experimental or quasi-experimental research studies, to be conducted beginning in year 4 of the grant, that will provide data on the first performance measure. However, both grantees experienced delays in production. The Department received the first two of the studies in 2020, but neither of them demonstrated positive and statistically significant gains that met What Works Clearinghouse standards with reservations.

For the second performance measure, the Department asked expert panel members to review a random sample of current RTL transmedia products and provide a quality rating using criteria developed by the Department. The panel members rated products on a 5-point scale. In order for any particular product to achieve a rating of "high quality," a product had to secure an average score of 3.8 across the panel members. In 2017, the Department received two transmedia product suites from one grantee to review. One of the transmedia product suites reviewed was of high quality, with a score of 4.41, while the other received a score of 3.74, just under the cutoff for high quality. In 2018, the Department received one transmedia product suite from one grantee to review, which received a high-quality score of 4.02. In 2019, the Department received one transmedia suite from each grantee to review, which received high-quality scores of 4.52 and 3.85, respectively. In 2020, the Department received one transmedia suite to review that received a high-quality score of 3.9.

For the third performance measure, grantees reported on the number of children who used RTL-produced products, by type of product. In 2018, 22.0 million users accessed RTL-produced educational media products. The Corporation for Public Broadcasting (CPB) reported 22.0 million users, of which 14.0 million watched CPB television shows and 8.0 million used Web-based games. Twin Cities Public Television (TPT) did not report any users for 2018. In 2019, 19.0 million users accessed RTL-produced products, 19.0 million for CPB and

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Ready to learn programming

1.2 thousand for TPT. In 2020, CPB reported 33.1 million users and TPT reported 9.5 million users for a total of 42.6 million RTL users.

Efficiency Measure

The Department uses a single efficiency measure for the RTL program: dollars leveraged from non-Federal sources over 5 years (the length of each grant award) per Federal dollar dedicated to core non-outreach program activities. In the second year of the 2015 grants, the two grantees leveraged \$6.9 million of non-Federal support compared to \$19.9 million in Federal dollars spent on production, or \$0.35 of non-Federal dollars for every Federal dollar spent. In the third year of the 2015 grants, the two grantees leveraged \$8.8 million of non-Federal support compared to \$12.0 million in Federal dollars spent on production, or \$0.73 of non-Federal dollars for every Federal dollar spent. In the fourth year of the 2015 grants, the two grantees leveraged \$11.8 million of non-Federal support compared to \$11.6 million in Federal dollars spent on production, or \$1.02 of non-Federal dollars for every Federal dollar spent. In the fifth year of the 2015 grants, the two grantees leveraged \$17.9 million of non-Federal support compared to \$16.7 million in Federal dollars spent on production, or \$1.07 of non-Federal dollars for every Federal dollar spent.

INNOVATION AND IMPROVEMENT

Arts in education

(Elementary and Secondary Education Act of 1965, Title IV, Part F, Subpart 4)

(dollars in thousands)

FY 2022 Authorization: To be determined¹

Budget Authority:

<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
\$30,500	\$30,500	0

¹ The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for FY 2022.

PROGRAM DESCRIPTION

The Arts in Education program supports national demonstration and Federal leadership activities to promote arts education for students, including underserved students and students who are children with disabilities. The program includes the following allowable activities: (1) professional development for arts educators, teachers, and principals; (2) development and dissemination of accessible instructional materials and arts-based educational programming, including online resources, in multiple arts disciplines; and (3) national and community outreach activities that strengthen and expand partnerships among schools, local educational agencies (LEAs), communities, or centers for the arts, including national centers for the arts.

The program supports a number of arts education activities through 4-year grants to LEAs in which 20 percent or more of the students are from low-income backgrounds; State educational agencies (SEAs); national nonprofit organizations; institutions of higher education; organizations with expertise in the arts; museums or cultural institutions; the Bureau of Indian Education; and partnerships of these entities. Prior to 2021, the Arts in Education program supported three separate grant competitions: Arts Development and Dissemination, Professional Development for Arts Educators, and Arts in Education National Program. The Department reviewed the implementation of the three programs offered and found a large overlap in the applicant and grantee pool, and in the services provided across the various programs. In addition, the three separate competitions required applicants to design narrower projects to fit each program's specific requirements and to submit separate applications to each of the three grant competitions. Beginning in 2021, in an effort to recognize and encourage different, creative, and innovative applications, the Department offers the Arts in Education program as one, single competition.

INNOVATION AND IMPROVEMENT

Arts in education

Funding levels for the past 5 fiscal years were as follows:

Fiscal Year	(dollars in thousands)
2017	\$27,000
2018	29,000
2019	29,000
2020	30,000
2021	30,500

FY 2022 BUDGET REQUEST

The Administration requests \$30.5 million for Arts in Education in fiscal year 2022, the same as the fiscal year 2021 appropriation.

Instruction and involvement in the arts, including the visual arts, music, dance, theater, and the media arts, are widely recognized as vital to a well-rounded education and may contribute to improved student achievement and success for all students. Federal and State education policies have recognized the value of arts. At the Federal level, the Elementary and Secondary Education Act (ESEA) includes the arts as one of the components of a well-rounded education. Similarly, at the State level, 45 States have arts instructional requirements for elementary school, 50 have arts education standards, and 42 have arts requirements for high school graduation. However, only 27 States have defined arts as a core academic subject. Results from the 2016 National Assessment of Educational Progress (NAEP) arts assessment show that in 2016, 63 percent of 8th-graders reported taking a music class in school and 42 percent reported taking a visual arts course in school, which is not significantly different than the results from the 2008 NAEP arts assessment. However, in both music and visual arts in 2016, there are significant score gaps between certain student groups. Female students scored higher on average than their male peers (15 point gap for music and 14 point gap for visual arts); higher income students (as measured by eligibility for the National School Lunch Program (NSLP)) scored higher on average than lower income students eligible for NSLP (26 point gap for music and 22 point gap for visual arts); students in suburban schools scored higher on average than those in city schools (13 point gap for music and 8 point gap for visual arts); and students in private schools scored higher on average than those in public schools (14 point gap for music and 16 point gap for visual arts).

The Administration's request would support State and local efforts to improve and expand arts education, including arts programming for underserved students, through the development and implementation of high-quality, cohesive, and innovative strategies for art instruction.

INNOVATION AND IMPROVEMENT

Arts in education

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
<i>Assistance for Arts Education</i>			
Total funds available	0	\$17,282	\$29,959
Amount for new awards	0	\$16,437	\$12,697
Number of new awards	0	23	18
Amount for continuation awards	0	0	\$16,437
Number of continuation awards	0	0	23
Peer review of new award applications	0	\$300	\$300
Interagency transfer to support the Arts Education Partnership	\$525	\$545	\$525
<i>Arts Development and Dissemination</i>			
Total funds available	\$14,659	\$12,311	0
Amount for continuation awards	\$14,659	\$12,311	0
Number of continuation awards	23	23	0
<i>Professional Development for Arts Educators (PDAE)</i>			
Total funds available	\$6,258	\$375	0
Amount for continuation awards	\$6,258	\$375	0
Number of continuation awards	21	1	0
<i>Arts in Education National Program (AENP)</i>			
Total funds available	\$8,000	0	0
Amount for continuation awards	\$8,000	0	0
Number of continuation awards	1	0	0
<i>Evaluation</i>	\$558	\$532	\$541

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Arts in Education, and to pool such funds for use in evaluating any ESEA program. While the Department did not reserve funds from the Arts in Education program for this purpose in fiscal year 2020, it may do so in fiscal years 2021 and 2022.

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those

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Arts in education

requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for Arts in Education for possible revision in future years to ensure alignment with Administration policy.

Goal: To help ensure that all program participants meet challenging State academic content standards in the arts.

Objective: Activities supported with Federal funds will improve the quality of standards-based arts education for all participants.

Measure: The percentage of teachers participating in the Professional Development for Arts Educators (PDAE) program who receive professional development that is sustained and intensive.

Year	Target	Actual
2017	60%	74%
2018	65	81
2019	70	60
2020	65	62
2021	65	
2022	70	

Additional Information: Sustained and intensive professional development for the PDAE program is defined as completion of 40 or more of the professional development hours offered by the PDAE-funded project during the reporting period; completion of 75 percent of the total number of professional development hours offered by the PDAE-funded project during the reporting period; and completion of these professional development hours over at least a 6-month period during the reporting period.

The fiscal year 2018 cohort grantees reported on the progress made in the first year of their award, which focused on planning activities rather than provision of professional development, and that may explain the lower actual reported for the 2019 data.

For 2020, sixteen out of seventeen performance reports submitted by grantees had data for this measure. Some grantees had issues completing the professional development planned for the year due to COVID-19 pandemic-related issues causing schools to close and grantees to rethink how they were able to provide professional development to teachers. Given challenges in 2020, grantees were still able to exceed last year's results and come close to meeting the target.

INNOVATION AND IMPROVEMENT

Arts in education

Measure: The percentage of PDAE projects in which teachers show a statistically significant increase in content knowledge in the arts.

Year	Target	Actual
2017	100%	100%
2018	100	90
2019	100	74
2020	75	76
2021	80	
2022	80	

Additional Information: Grantees administer a pre-test and a post-test of teacher content knowledge in the arts and include those data in their annual performance reports. The fiscal year 2018 cohort grantees reported on the progress made in the first year of their award, which focused on planning activities rather than provision of professional development, and that may explain the lower actual reported for the 2019 data.

For 2020, fourteen out of seventeen performance reports submitted by grantees had data for this measure. Some grantees had issues completing the professional development planned for the year due to issues related to the COVID-19 pandemic causing schools to close and grantees to rethink how they were able to provide professional development to teachers. Given challenges in 2020, grantees were still able to exceed last year's results as well as the target.

Measure: The percentage of students participating in Arts Development and Dissemination programs who demonstrate proficiency in mathematics compared to those in control or comparison groups.

Year	Treatment	Control
2017	38%	31%
2018	37	32
2019	40	39
2020	21	18
2021		
2022		

Additional information: For 2020, only one of 21 grantees was able to provide data on this measure due to issues related to the COVID-19 pandemic, including waiver of State assessment requirements. Grantees are working towards being able to provide data in 2021.

INNOVATION AND IMPROVEMENT

Arts in education

Measure: The percentage of students participating in Arts Development and Dissemination programs who demonstrate proficiency in reading compared to those in control or comparison groups.

Year	Treatment	Control
2017	40%	36%
2018	39	35
2019	45	49
2020	17	15
2021		
2022		

Additional information: For 2020, only one of 21 grantees was able to provide data on this measure due to issues related to the COVID-19 pandemic, including waiver of State assessment requirements. Grantees are working towards being able to provide data in 2021.

Measure: The number of accessible, arts-based instructional materials that are developed.

Year	Target	Actual
2019	84	84
2020	100	371
2021	200	
2022	250	

Additional Information: This measure was added to the Arts Development and Dissemination program for the fiscal year 2018 cohort in response to statutory changes to the program authorization. Data for 2019 represents a baseline set by the fiscal year 2018 cohort.

The Department also developed the following four measures for the Arts in Education National Program (AENP). Targets for these measures are set annually by the AENP grantee.

Measure: The total number of students who participate in arts education sponsored by the grantee.

Year	Target	Actual
2017	1,820,000	1,823,785
2018	1,911,000	2,151,664
2019	1,130,000	1,527,535
2020	1,240,000	1,596,693
2021		
2022		

INNOVATION AND IMPROVEMENT

Arts in education

Measure: The total number of low-income students who participate in arts education sponsored by the grantee.

Year	Target	Actual
2017	660,000	666,399
2018	693,500	693,065
2019	490,227	490,227
2020	468,012	549,839
2021		
2022		

Measure: The total number of children with disabilities who participate in arts education sponsored by the grantee.

Year	Target	Actual
2017	160,000	165,870
2018	168,000	173,195
2019	135,000	135,074
2020	100,623	117,003
2021		
2022		

Measure: The number of teachers participating in the grantee's program who receive professional development.

Year	Target	Actual
2017	55%	54%
2018	57	85
2019	20,000	28,598
2020	25,000	32,621
2021		
2022		

Additional Information: Prior to 2019, the grantee reported on the percent of teachers participating in the grantee's program who receive professional development that is sustained and intensive.

INNOVATION AND IMPROVEMENT

Javits gifted and talented education

(Elementary and Secondary Education Act of 1965, Title IV, Part F, Subpart 4, Section 4644)

(dollars in thousands)

FY 2022 Authorization: To be determined⁽¹⁾

Budget Authority:

<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
\$13,500	\$13,500	0

¹ The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for FY 2022.

PROGRAM DESCRIPTION

Javits Gifted and Talented Education supports a coordinated program of research, demonstration projects, innovative strategies, and other activities to build and enhance the capacity of elementary and secondary schools to identify gifted and talented students and meet their special educational needs. The Department makes grant or contract awards, typically for 5 years, to State educational agencies (SEAs), local educational agencies (LEAs), the Bureau of Indian Education of the Department of the Interior, institutions of higher education (IHEs), and other public and private agencies and organizations to carry out projects to fulfill this purpose, including an award to one or more IHEs or SEAs to establish a National Research Center for the Education of Gifted and Talented Children.

Award recipients may use funds to: conduct research on methods and techniques for identifying and teaching gifted and talented students and on applying gifted and talented educational methods to all students, including students from low-income backgrounds and at-risk students; establish and operate gifted and talented education programs, which may include innovative methods and strategies for identifying and teaching students traditionally underserved in such programs; and provide technical assistance and disseminate information. Funds may also be used for personnel training.

By statute, the Department gives priority in making awards to projects that include evidence-based activities or that develop new information to improve the capacity of schools to operate gifted and talented education programs or to assist schools in identifying and serving traditionally underserved students.

INNOVATION AND IMPROVEMENT

Javits gifted and talented education

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	\$12,000
2018	12,000
2019	12,000
2020	13,000
2021	13,500

FY 2022 BUDGET REQUEST

The Administration requests \$13.5 million for Javits Gifted and Talented Education for fiscal year 2022, the same as the fiscal year 2021 enacted level. The request would support new and continuation awards designed to help schools identify and meet the needs of gifted and talented students.

Consistent with the Administration's commitment to promote equity in access to educational opportunities, the Department would place special emphasis in making new awards on serving underserved students, including students of color, English learners, and students with disabilities, for whom data from the Department's Civil Rights Data Collection¹ show persistent underrepresentation in gifted and talented education programs.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Amount for new awards	\$1,419	\$531	\$5,331
Number of new awards	3	1	8–12
Amount for continuation awards	\$10,581	\$11,969	\$7,069
Number of continuation awards	24	27	14
National Research Center for the Education of Gifted and Talented Children and Youth	\$1,000	\$1,000	\$1,000
Peer review of new award applications	0	0	\$100

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including Javits Gifted and Talented Education, and to pool such funds for use in evaluating any ESEA program. The Department did not reserve funds from the program for this purpose in fiscal year 2020, but may do so in fiscal years 2021 and 2022.

¹ See, for example, <https://ocrdata.ed.gov/assets/downloads/CRDC-College-and-Career-Readiness-Snapshot.pdf>.

INNOVATION AND IMPROVEMENT

Javits gifted and talented education

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program.

The Department has established the following new measures to assess program performance. Data for these measures were to be first reported for 2020, for the fiscal year 2019 cohort. Due to the COVID-19 pandemic, grantees had limited ability to carry out project activities in 2020. In addition, the Department waived for all States the requirements in ESEA section 1112(b)(2) to administer State assessments in school year 2019-2020. As a result, data responsive to the performance measures for 2020 are generally unavailable. The Department will provide available data for these measures for 2021 in future budget justifications.

The Department will be reviewing GPRA program performance goals, objectives, and measures for Javits Gifted and Talented Education for possible revision in future years to ensure alignment with Administration policy.

Measure: The number of students newly identified as gifted and talented under the program.

Measure: The percentage of students newly identified as gifted and talented under the program who were served under the program.

Measure: Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in mathematics.

Measure: Of the students served under the program who were in tested grades, the percentage who made gains on State assessments in science.

Measure: The number of teachers and other educators who received services that enable them to better identify and improve instruction for gifted and talented students.

INNOVATION AND IMPROVEMENT

Statewide family engagement centers

(Elementary and Secondary Education Act of 1965, Title IV, Part E)

(dollars in thousands)

FY 2022 Authorization: To be determined¹

Budget Authority:

<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
\$12,500	\$12,500	0

¹ The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for FY 2022.

PROGRAM DESCRIPTION

The Statewide Family Engagement Centers (SFEC) program provides 5-year grants to statewide organizations, or consortia of such organizations, to establish statewide centers that carry out programs that promote parent and family engagement in education or provide comprehensive training and technical assistance to State educational agencies (SEAs), local educational agencies (LEAs), schools, and organizations that support partnerships between families and schools.

Grantees must use funds to: assist parents in effectively participating in their children's education; partner with SEAs to develop and implement systemic family engagement initiatives; and develop and implement parental involvement policies. Grantees must use at least 65 percent of their funds to serve LEAs, schools, and community-based organizations that serve high concentrations of underserved students. In addition, grantees must use at least 30 percent of their funds to establish or expand technical assistance for evidence-based parent education programs. By statute, the Department gives priority to applicants that propose to use evidence-based strategies for improving family engagement in schools in general.

To help ensure that SFEC projects are supported in local communities and financially sustainable, grantees must secure matching funds from non-Federal sources after the first year of their projects. The Department may not award less than \$500,000 to an individual project, and may use up to 2 percent of appropriated funds to provide technical assistance to grantees on the establishment, development, and coordination of statewide family engagement centers.

INNOVATION AND IMPROVEMENT

Statewide family engagement centers

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	0
2018	\$10,000
2019	15,440 ¹
2020	10,000
2021	12,500

¹ Reflects a reprogramming of \$5,440 thousand from the Charter Schools Program to SFEC.

FY 2022 BUDGET REQUEST

The Administration requests \$12.5 million for the SFEC program for fiscal year 2022, the same as the fiscal year 2021 enacted level. The request would support new and continuation awards designed to promote family engagement in education.

Strong parent and community engagement is critical to efforts to improve our Nation's schools and is a priority for the Administration. By educating parents and fostering partnerships between families and schools, particularly schools with concentrations of underserved students, SFEC grants can help lay the groundwork for sustained school improvement.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Amount for new awards	0	0	\$4,991
Number of new awards	0	0	5
Amount for continuation awards	\$9,800	\$12,300	\$7,259
Number of continuation awards	11	11	11
Peer review	0	0	\$50
Technical assistance	\$200	\$200	\$200

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including SFECs, and to pool such funds for use in evaluating any ESEA program. While the Department did not reserve funds from the SFEC program for this purpose in fiscal year 2020, it may do so in fiscal years 2021 and 2022.

INNOVATION AND IMPROVEMENT

Statewide family engagement centers

PROGRAM PERFORMANCE INFORMATION

Performance Measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data. Achievement of program results is based on the cumulative effect of the resources provided in previous years, and those requested in fiscal year 2022 and future years, as well as the resources and efforts invested by those served by this program. The Department will be reviewing GPRA program performance goals, objectives, and measures for Statewide Family Engagement Centers for possible revision in future years to ensure alignment with Administration policy.

Measure: The number of parents who are participating in program activities designed to provide them with the information necessary to understand their annual school report cards and other opportunities for engagement under section 1116 and other related ESEA provisions.

Year	Target	Actual
2019	Baseline year	49,746
2020	50,000	60,046
2021	60,000	

Additional information: In 2020, grantees largely pivoted to online programming for parents due to the COVID-19 pandemic and were therefore able to reach many more parents than anticipated. Grantees generally intend to continue offering online programming in future years and anticipate that performance against this measure will be sustained.

Measure: The number of high-impact activities or services provided to build a statewide infrastructure for systemic family engagement that includes support for State and local educational agency level leadership and capacity-building.

Year	Target	Actual
2019	Baseline year	311
2020	350	816
2021	500	

Additional information: In 2020, grantees saw increased focus at the State and local levels on improving family engagement capacity. As States and districts improve supports for leaders and build capacity at the staff level, the Department expects that performance for this measure will begin to level out. The grantees have worked with a technical assistance contractor to define “high-impact” as consistently as possible across all projects.

Measure: The number of high-impact activities or services implemented to ensure that parents are trained and can effectively engage in activities that will improve student academic achievement, to include an understanding of how they can support learning in the classroom

INNOVATION AND IMPROVEMENT

Statewide family engagement centers

with activities at home or outside the school generally, as well as how they can participate in State and local decision-making processes.

Year	Target	Actual
2019	Baseline year	99
2020	100	935
2021	800	

Additional information: In 2020, grantees largely pivoted to online programming for parents due to the COVID-19 pandemic and were therefore able to reach many more parents than anticipated. Grantees generally intend to continue offering online programming in future years and anticipate that performance against this measure will largely be sustained.

Measure: The percentage of parents and families receiving services who report having enhanced capacity to work with schools and service providers effectively in meeting the academic and developmental needs of their children.

Year	Target	Actual
2019	Baseline year	91.9%
2020	80%	87.3
2021	80	

Additional information: Eight grantees reported data for this measure. The percentage of parents and families reported ranged from 59 to 97 percent in Year 2.

INNOVATION AND IMPROVEMENT

School leader recruitment and support

(Elementary and Secondary Education Act of 1965, Title II, Part B, Subpart 4, Section 2243)

(dollars in thousands)

FY 2022 Authorization: To be determined¹

Budget Authority:

	2021 <u>Appropriation</u>	2022 <u>Request</u>	Change from <u>2021 to 2022</u>
	0	\$30,000	+\$30,000

¹ The GEPA extension expires September 30, 2021; reauthorizing legislation is sought for fiscal year 2022.

PROGRAM DESCRIPTION

The School Leader Recruitment and Support (SLRS) grant program (previously authorized as the School Leadership program, last funded in fiscal year 2017) provides competitive grants to improve the recruitment, preparation, placement, support, and retention of effective principals or other school leaders in high-need schools. Allowable activities include:

- developing or implementing leadership training programs designed to prepare and support principals or other school leaders in high-need schools, including through new or alternative pathways or school leader residency programs;
- developing or implementing programs or activities for recruiting, selecting, and developing aspiring or current principals or other school leaders to serve in high-need schools;
- developing or implementing programs for recruiting, developing, and placing school leaders to improve schools implementing comprehensive support and improvement activities and targeted support and improvement activities under Title I, Part A of the Elementary and Secondary Education Act (ESEA);
- providing continuous professional development for principals or other school leaders in high-need schools;
- developing and disseminating information on best practices and strategies for effective school leadership in high-need schools; and
- supporting other evidence-based programs or activities focused on principals or other school leaders in high-need schools.

Eligible entities include local educational agencies (LEAs) or consortia of LEAs that serve at least one high-need school, State educational agencies (SEAs) or consortia of SEAs, an SEA either alone or in partnership with one or more LEAs that serve a high-need school, the Bureau

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School leader recruitment and support

of Indian Education, or one of those entities in partnership with one or more nonprofit organizations or institutions of higher education.

Grants may be awarded for up to 5 years; the Department has the discretion to renew awards for an additional 2-year period if grantees demonstrate success. To the extent practicable, the Department must ensure that grants are distributed among eligible entities that will serve geographically diverse areas. The statute requires grantees to use non-Federal sources, in cash or in kind, to cover at least 25 percent of project costs each year. The Department may waive or modify this cost-sharing requirement in cases of demonstrated financial hardship. The statutory definition of “high-need” schools references the percentage of students from families with incomes below the poverty line, with a minimum threshold of 50 percent for elementary schools and 40 percent for secondary schools. Implementing this requirement may require rulemaking since census poverty data are not available at the school level.

Funding levels for the past 5 fiscal years were:

Fiscal Year	(dollars in thousands)
2017	\$14,500
2018	0
2019	0
2020	0
2021	0

FY 2022 BUDGET REQUEST

The Administration is requesting in fiscal year 2022 \$30 million for the first competition under the reauthorized School Leader Recruitment and Support program. Funds would support grants for high-quality professional development for principals, other school leaders, and aspiring principals and school leaders.

School leaders are second only to classroom teachers among school factors that affect student learning.¹ They play a critically important role in students’ academic success, especially in underserved schools, by creating cultures of high expectations for all students, as well as by recruiting and retaining highly effective teachers, including their role in creating positive working conditions.

Projects would focus on ensuring that the nation’s most underserved schools have resources to improve school leadership. Funded projects would help develop high-quality principal and school leader recruitment and preparation programs and help ensure that current principals and school leadership teams strengthen essential school leadership skills such as creating a positive school climate, developing school leadership teams, providing feedback to teachers to support their practice, and analyzing and responding to student data. In addition, the program would fund projects that support teachers serving in leadership roles.

¹ Grissom, Jason A., Egalite, Anna J., and Lindsay, Constance A. “How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research”, February 2021. <https://www.wallacefoundation.org/knowledge-center/pages/how-principals-affect-students-and-schools-a-systematic-synthesis-of-two-decades-of-research.aspx>

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School leader recruitment and support

PROGRAM OUTPUT MEASURES

(dollars in thousands)

Output Measures	<u>2020</u>	<u>2021</u>	<u>2022</u>
Project Funding:			
New grant awards	0	0	\$29,700
Peer review of new award applications	0	0	<u>300</u>
Total	0	0	30,000
Grant Award Information			
Number of new awards	—	—	15–30
Range of new awards	—	—	\$500–2,500

NOTE: The Department is authorized to reserve up to 0.5 percent of funds appropriated for most ESEA programs, including School Leader Recruitment and Support, and to pool such funds for use in evaluating any ESEA program. The Department may reserve School Leader Recruitment and Support funds for this purpose in fiscal year 2022.

PROGRAM PERFORMANCE INFORMATION

Performance measures

This section presents selected program performance information, including, for example, GPRA goals, objectives, measures, and performance targets and data; and an assessment of the progress made toward achieving program results. Achievement of program results is based on the cumulative effect of the Federal resources provided for the program as well as the resources and efforts invested by those served by the program.

The Department would develop performance measures for the program and publish them in the notice inviting application. Measures could include information on the number of participants who meet certification requirements to become a principal or assistant principal, the number of such participants who obtain positions in high-need schools, and the cost per participant who becomes certified and obtains employment in a high-need school

INNOVATION AND IMPROVEMENT

Fostering diverse schools

(Proposed legislation)

(dollars in thousands)

FY 2022 Authorization: To be determined

Budget Authority:

<u>2021</u> <u>Appropriation</u>	<u>2022</u> <u>Request</u>	<u>Change from</u> <u>2021 to 2022</u>
0	\$100,000	+\$100,000

PROGRAM DESCRIPTION

The Fostering Diverse Schools program would address the well-documented, persistent negative effects of racial isolation and concentrated poverty by supporting voluntary efforts to increase school racial and socioeconomic diversity in preschool through grade 12. The program would make competitive awards to local educational agencies (LEAs)—alone, in consortia, or in partnership with State educational agencies—that have significant achievement gaps and racial or socioeconomic segregation within or across districts. Educational service agencies or other regional educational authorities serving such LEAs may also apply for grants.

Fostering Diverse Schools grants would require applicants to demonstrate strong student, family, teacher, and community involvement in their plans and would provide resources for communities to implement locally tailored school integration and improvement strategies. While the program would promote the use of evidence-based strategies, applicants would have flexibility to develop and implement school diversity plans that reflect their individual needs and circumstances.

Program funds would support two types of grants: (1) planning grants for activities, for up to 18 months, that culminate in a strategic plan for increasing school racial and socioeconomic diversity and creating inclusive learning environments within schools and classrooms; and (2), for applicants with well-designed plans that were developed as a result of strong family, community, and educator engagement, implementation grants for a period of up to 5 years to carry out activities in those plans. The Department would give special consideration in making awards to applicants that partner with or leverage resources of local housing or transportation authorities, and grantees would be encouraged to partner with other entities, such as community-based organizations, social service agencies, institutions of higher education, and early learning providers to support implementation. Priority would also be given to projects that are inter-district or regional in approach, as well as to applicants for implementation grants that successfully complete planning grant projects.

Applicants for either type of grant could pursue a variety of school enrollment policies to promote school racial and socioeconomic diversity. For example, applicants could allow parents to choose public schools within or across districts through open-enrollment or

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Fostering diverse schools

controlled-choice systems, offer a common school application process that enables families to identify school choices and rank them by preference, or use weighted lotteries or other student-assignment policies that consider the socioeconomic status or neighborhood of residence of students in place of entrance examinations or other competitive application reviews. In addition, applicants could seek to revise school or district boundaries or feeder patterns to achieve greater student diversity in their schools.

Planning Grants

Planning grants would support a rigorous process that includes research and analysis, community engagement, and the development of an implementation plan. Required activities for planning grantees would include: (1) completing a comprehensive assessment of the geographic area to be served, including using established survey or data collection methods to identify areas of concentrated poverty, racial and socioeconomic stratification, student educational outcomes, and related barriers to socioeconomic and racial diversity at the classroom, school, and district levels; (2) developing and implementing a robust student, family, teacher, and community engagement plan, including, where feasible, public hearings or other open forums to inform the development of a formal strategy to improve racial and socioeconomic diversity; and (3) producing a strategic plan that includes specific performance metrics, activities, timelines, and cost estimates for improving diversity and student outcomes in covered schools. To these ends, planning grantees could use funds for activities such as:

- Assessing the impact on school diversity of current school and district boundaries and feeder patterns, and identifying strategies for assigning students to schools in ways that promote diversity while taking into account geographic proximity;
- Analyzing the location and capacity of existing school facilities and the adequacy of local or regional transportation infrastructure to support more diverse student bodies;
- Developing new school construction or siting proposals to promote racial and socioeconomic diversity;
- Prototyping activities designed to improve diversity and student outcomes in covered schools;
- Identifying or developing strategies to evaluate and address academic and social desegregation within schools with diverse enrollments;
- Ensuring that an implementation plan complies with any court- or agency-ordered school desegregation plan; and
- Coordinating with other relevant government entities, including housing or transportation authorities.

Implementation Grants

To be eligible to receive an award, an applicant for an implementation grant must submit a high-quality plan that includes: (1) a comprehensive set of activities that is based on the assessment required of planning grantees and designed to improve academic outcomes for all students, particularly students of color and students from low-income backgrounds, and

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Fostering diverse schools

increase racial and socioeconomic integration in schools; (2) evidence of strong stakeholder support for these strategies, including that the applicant has engaged in meaningful student, family, teacher, and community outreach activities; (3) ambitious but achievable goals to increase racial and socioeconomic diversity over the course of the grant period; and (4) regular collection and analysis of performance data to provide transparency and support continuous improvement.

Grantees would use funds to carry out one or more activities in their plans, which could include:

- Creating or improving systems or partnerships that make information on public school options easily accessible to students and families, with a focus on removing barriers to information access;
- Providing new or expanded access to specialized academic programs or facilities designed to attract students from diverse backgrounds;
- Recruiting, hiring, and supporting diverse educators in new, expanded, or restructured schools, including professional development activities on implementing culturally and linguistically responsive practices and safe and inclusive learning environments;
- Initiating a transportation plan for bringing students to and from covered schools; and
- Other innovative or promising activities designed to increase racial and socioeconomic diversity and close opportunity and achievement gaps within and across schools.

National Activities

The Department would reserve up to 10 percent of appropriations for the new program to support a wide range of national activities, including research, development, technical assistance, evaluation, and dissemination, and would use these funds particularly to provide intensive, customized technical assistance to planning grantees and to conduct a rigorous evaluation of implementation grants. Funds could also be used to develop and maintain a community of practice for information sharing among grantees and experts in the field.

FY 2022 BUDGET REQUEST

The Administration requests \$100 million in fiscal year 2022 for a new Fostering Diverse Schools program, which would be authorized through appropriations language. The Department would use initial funds under this program for a varied cohort of planning grants and a robust, coordinated set of national activities while also making a limited number of implementation awards.

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Fostering diverse schools

Fostering Diverse Schools is an integral part of the Administration's efforts to remove the barriers to success that children living in racially isolated communities or concentrated poverty too often face. In particular this proposed program would focus national attention on the critical role schools that are diverse by design can play in improving outcomes for these students and their peers, including, as research shows, not only academic outcomes but also social and emotional, civic, and economic outcomes.¹

Fostering Diverse Schools would support comprehensive school diversity plans and be complemented by the requested increase for Magnet Schools Assistance, which supports efforts to desegregate schools by creating special curricula or instructional programs that appeal to diverse students.

PROGRAM OUTPUT MEASURES

(dollars in thousands)

<u>Output Measures</u>	<u>2022</u>
Amount for new awards	\$89,500
Number of new planning grants	30–35
Average planning grant award	\$1,500
Number of new implementation grants	2–3
Average implementation grant award	\$20,000
Peer review of new award applications	\$500
National activities	\$10,000

PROGRAM PERFORMANCE INFORMATION

Performance Measures

The Department will establish performance measures to assess the impact of the activities that receive support under this program, based in part on the goals established by grantees. The development of these measures would build on our experience in creating performance measures for other programs, and the Department would also seek to align program measures for Fostering Diverse Schools with measures for related programs, including Magnet Schools Assistance.

¹ See <https://tcf.org/content/facts/the-benefits-of-socioeconomically-and-racially-integrated-schools-and-classrooms/#:~:text=On%20average%2C%20students%20in%20socioeconomically,have%20higher%20average%20test%20scores.>

INNOVATION AND IMPROVEMENT

Expanding opportunities for teacher leadership development

(Proposed legislation)

(dollars in thousands)

FY 2022 Authorization: To be determined

Mandatory Budget Authority:

	2021 <u>Appropriation</u>	2022 <u>Request</u>	Change from <u>2021 to 2022</u>
	\$0	\$200,000	\$200,000

PROGRAM DESCRIPTION

The Expanding Opportunities for Teacher Leadership and Development program would make competitive grants to States and local educational agencies to provide additional opportunities for teachers to serve as leaders, mentors and coaches and receive compensation for their additional responsibilities and service. Funds would support opportunities for teacher leaders have a greater impact on their school community in areas such as social and emotional learning, data-driven decision-making, teacher development, and family engagement.

FY 2022 BUDGET

President Biden's American Families Plan would provide \$200 million in mandatory funding for fiscal year 2022, and \$2 billion over 10 years, for a new Expanding Opportunities for Teacher Leadership and Development program. This new program would make competitive awards to SEAs and high-poverty LEAs to support opportunities for experienced and effective teachers to lead and have a greater impact on their school community while remaining in the classroom (and be compensated for additional responsibilities). These resources would support high-quality teacher mentorship programs which have been found to improve both student outcomes¹ and teacher retention by providing new teachers with the support they need.² It would also support job-embedded coaching and teacher leadership in areas such as social and emotional learning, data-driven decision-making, teacher development, and family engagement. Overall, the American Families Plan would invest \$9 billion in America's teachers, helping to address shortages, improve training and supports for teachers, and boost teacher diversity.

Many experienced and effective teachers have knowledge and skills to share with their colleagues but lack access to formal opportunities to serve as teacher leaders; conversely, many inexperienced teachers struggling to achieve success in the classroom, as well as their

¹ SRI International. 2020. Impact of the New Teacher Center's New Teacher Induction Model on Teachers and Students. https://www.sri.com/wp-content/uploads/2020/02/NTC_i3-Validation-eval-brief_062017_final.pdf.

² Ingersoll, R., & Smith, T. M. (2004). Do Teacher Induction and Mentoring Matter? https://repository.upenn.edu/cgi/viewcontent.cgi?article=1134&context=gse_pubs.

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Expanding opportunities for teacher leadership development

students, would benefit from the mentorship and coaching of a teacher leader. Programs that leverage teachers as leaders, such as high-quality mentorship programs for new teachers, including teachers of color, are proven tools to improve both student outcomes and teacher retention. And by providing new teachers with the support they need to develop into effective teachers,¹ such programs are a key component of efforts to address, or rather prevent, teacher shortages. Teacher leadership opportunities also may extend to a broad range of priorities within their school buildings, such as creating positive school culture or elevating culturally-responsive teaching practices.

PROGRAM PERFORMANCE INFORMATION

The Department will establish goals and performance indicators to assess the impact and effectiveness of activities supported through the Expanding Opportunities for Teacher Leadership and Development. Such measures may include indicators of teacher satisfaction and retention as well as student academic outcomes.

¹ SRI International. 2020. Impact of the New Teacher Center's New Teacher Induction Model on Teachers and Students. https://www.sri.com/wp-content/uploads/2020/02/NTC_i3-Validation-eval-brief_062017_final.pdf.

INNOVATION AND IMPROVEMENT

Answer the call – supporting in-demand credentials for teachers

(Proposed legislation)

(dollars in thousands)

FY 2022 Authorization: To be determined

Mandatory Budget Authority:

	2021 <u>Appropriation</u>	2022 <u>Request</u>	Change from <u>2021 to 2022</u>
	\$0	\$1,600,000	\$1,600,000

PROGRAM DESCRIPTION

The Answer the Call—Supporting In-Demand Credentials for Teachers program would provide grants to States to help eligible public school teachers obtain additional certifications in high-demand subject areas at no cost. The program would focus on critical shortage areas such as special education, bilingual education, and science, technology, engineering, and mathematics education. Funds could also be used to allow teachers to earn additional certifications associated with greater teacher effectiveness. The program would include a priority for public school teachers with at least two years of experience at schools with high proportions of low-income students or significant teacher shortages.

FY 2022 BUDGET

President Biden’s American Families Plan would provide \$1.6 billion in one-time, mandatory funding for the Answer the Call—Supporting In-Demand Credentials for Teachers program. Under this program, the Department would make grants to States to help teachers earn in-demand credentials—at no cost—in critical shortage areas such as special education, bilingual education, and STEM education, as well as other certifications associated with greater teacher effectiveness.

Few people can have a bigger impact on a child’s life than a great teacher. Unfortunately, the U.S. faces a large and growing teacher shortage, particularly in key fields like special education and critical subjects such as STEM. Before the pandemic, schools across the nation needed an estimated additional 100,000 certified teachers, resulting in key positions going unfilled.¹ Shortages of certified teachers disproportionately impact schools with higher percentages of students of color and low-income students, which have a higher proportion of teachers that are uncertified and in their first or second year, exacerbating educational disparities. According to

¹ The teacher shortage is real, large and growing, and worse than we thought: The first report in ‘The Perfect Storm in the Teacher Labor Market’ series | Economic Policy Institute ([epi.org](https://www.epi.org))

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Answer the call – supporting in-demand credentials for teachers

the most recent data from the National Center on Education Statistics, 36% of Title I schools have at least one hard-to-staff subject area.¹

Many teachers are eager to answer the call to obtain certifications in areas their schools need, like special education, bilingual education, and science, technology, engineering and mathematics (STEM), but are deterred due to the high cost of professional programs. Answer the Call would invest \$1.6 billion to provide educators with opportunities to obtain additional certifications in high-demand areas like special education, bilingual education, and certifications that have been demonstrated to improve teacher performance. This funding will support over 100,000 educators, with a priority for public school teachers with at least two years of experience at schools with a significant portion of low-income students or significant teacher shortages.

The Answer the Call proposal is part of the American Families Plan's \$9 billion investment in America's teachers, addressing shortages, improving training and supports for teachers, and boosting teacher diversity.

PROGRAM PERFORMANCE INFORMATION

The Department will establish goals and performance indicators to assess the impact and effectiveness of activities supported through the Answer the Call—Supporting In-Demand Credentials for Teachers program. Potential indicators include the numbers of certifications earned and reductions in the proportion of uncertified teachers in high-poverty schools and schools serving high proportions of students of color.

¹ NCES data Stats In Brief: Teaching Vacancies and Difficult-to-Staff Teaching Positions in Public Schools, November 2015.